

Unit 1

My clothes

Unit overview

Key Competences and Key Learning Outcomes



- Review and learn the names of clothes (Lesson 1)
- Review and contrast the present simple and the present continuous tenses (Lesson 2)
- Learn and practise using 'too' and 'not enough' to say what's wrong (Lesson 4)
- Review and learn adjectives to describe clothing (Lesson 5)
- Learn about and use the linkers 'and', 'also' and 'too' (Lesson 7)
- Talk about your favourite item of clothing (Lesson 8)
- Watch and understand a video about making clothes (Video and 21st Century Skills)



- Learn about different types of materials (Lesson 6)



- Use the Pupil's App on Navio
- Investigate Switzerland (Lesson 3)



- Identify and practise saying the stress in words (Lesson 4)
- Reflect on your own learning (Lesson 8)
- Practise activity types found in the Cambridge Exams: A2 Key for Schools



- Think about the importance of perseverance (Lesson 3)



- Work in pairs and small groups to practise and reinforce learning (all lessons)
- Do a communication task (Lesson 5)
- Design a sports kit (Video and 21st Century Skills)



- Read and understand a story (Lesson 3)
- Learn about Switzerland and a Swiss inventor (Lesson 3)
- Read a magazine article (Lesson 6)
- Write a magazine article (Lesson 7)
- Sing a song (Lesson 8)

Vocabulary

Core vocabulary

baseball boots, belt, cardigan, jeans, leggings, polo shirt, sweatshirt, tie, tights, top, tracksuit, waistcoat; baggy, flowery, long-sleeved, patterned, plain, short-sleeved, striped, tight

Extension vocabulary (optional)

blazer, blouse, pyjamas, suit, underwear, uniform; dark blue, light green, gold, silver

Other vocabulary

bright, casual, dark, fashionable, clear, comfortable, rough, smart, smooth, sticky, uncomfortable, unfair, unfashionable, weak; chemical, cloak, engineer, equipment, hooks, nylon, pocket, seeds, slime, stick, waterproof, zip; creative, fashion designer, interview, research, sew, sewing machine, sketch; smart, spotted

Recycled vocabulary

clothes, dress, gloves, helmet, T-shirt; big, dirty, dry, happy, healthy, heavy, kind, light, long, noisy, quiet, short, small, soft, strong, tidy, unhappy, unhealthy, unkind, untidy; astronaut, autumn, flowers, fur, invention, inventor, material, natural, watch; cotton, wool

Structures

Core structures

*I / You / We / They wear (a helmet). He / She / It wears (a helmet).
I / You / We / They don't wear (a helmet). He / She / It doesn't wear (a helmet).
I am / am not wearing (a hat). He / She / It is / isn't wearing (a helmet).
You / We / They are / aren't wearing (a hat).
Are you / we / they wearing (a helmet)? Is he / she / it wearing (a helmet)?
Do you / we / they wear (a T-shirt)? Does he / she / it wear (a T-shirt)?
The (sweatshirt is) too big. The (sweatshirt isn't) big enough.*

Recycled structures

*What's your favourite item of clothing? (Wool) comes from (sheep).
I agree with you. I disagree. Let's choose a T-shirt first. What about having some plain shorts?*

Pronunciation

Stressed syllables in words



Literacy

Text type: a magazine article (information text; writing preparation)

Reading skills: scanning

Writing skills: adding new information



Culture ... around the world

The invention of Velcro in Switzerland



21st Century Skills

Ways of thinking: developing your ideas



Thinking skills

Categorising (Lesson 1); Problem solving (Lesson 1); Analysing and applying rules (Lessons 2 and 4); Hypothesising (Lesson 3); Logical thinking (Lesson 4); Defining and describing (Lesson 5); Finding information (Lesson 6); Planning, checking and correcting (Lesson 7); Seeing another's point of view (Lesson 8); Reflecting on learning (Lesson 8)



Cooperative learning

Working together (Lessons 1–8); Collaborating (Lessons 1–8); Checking learning (Lessons 1–8); Peer evaluation and feedback (Lesson 7); Helping and encouraging (Lessons 1–8); Reaching agreement (Lesson 8); Reflecting and setting goals (Lessons 1 and 8)

Values

The importance of persevering

Cross-curricular links

Link to Science Properties of materials

Suggested Arts and Crafts concepts Proportion in figure drawing

Key Competences and Key Learning Outcomes

- Identify and say the names of clothes
- Talk about the clothes you wear
- Read information to solve a problem
- Ask and answer personal questions about clothes

Key language

- baseball boots, belt, cardigan, jeans, leggings, polo shirt, sweatshirt, T-shirt, tie, tights, top, tracksuit, waistcoat; bright, casual, dark, fashionable, smart, sporty
- What do you usually wear at the weekend? I usually wear (smart clothes). What's your favourite item of clothing? My favourite item of clothing is a (polo shirt). (My friends) prefer / like (casual clothes).
- Extension: blouse, blazer, suit, uniform, pyjamas, underwear

Materials

- Pupil's Book pp8–9; Activity Book p6; Class CD1; Teacher's App on Navio
- Clothes flashcards

Optional materials

- Teacher's Resource Bank: Trinity Exams Practice cards (selected from the Starter Unit)

At a Glance Lesson Plan

Starting the lesson

- Use the Trinity Exam Practice cards (optional).
- Review clothing and appearance.
- Set learning objectives.

Activity 1

- Look at Nico's photos.
- Answer the questions.

Activity 2

- Copy the chart.
- Complete it with the clothes you know.

Vocabulary presentation

- Present the unit vocabulary using the clothes flashcards.

Activity 3

- Look and match.
 - Listen, check and repeat.
- ▶ CD1 Track 6 p275

Activity 4

- Listen and do the vocabulary quiz.
- ▶ CD1 Track 7 p275

Pupil's Book

Unit 1 My clothes Lesson 1 Vocabulary

Objectives In this unit, I will ...

- learn the names of different clothes.
- talk about routines and about actions that are happening at the moment.
- learn about Switzerland and a Swiss inventor.
- describe clothes using too and not enough.
- read and write a magazine article about some amazing clothes.
- have a conversation about your favourite item of clothing.
- learn how to develop ideas.

Look! I've got a message from a boy in Switzerland. He's got one of my fashion labels.

Hi Nico, My name's Marc. I live in Switzerland and I found your fashion label near my house in the mountains. How amazing!

The question you asked was: **What's your favourite item of clothing?** That's an easy question for me. It's my jacket because I'm not about asking. Here are some photos of the clothes my friends and family love wearing.

My classmates and I like smart clothes.

My sister is very fashionable.

My cousin likes sporty clothes.

Do you like shopping for clothes? I want to buy T-shirts for two of my friends, but can only spend 15 euros in total and one for Jan? Here are photos of six cool T-shirts.

Heidi loves fashion. She often wears smart clothes at the weekend, but she usually wears casual clothes for school. She never wears dark colours like brown or black because she says they're boring. Her favourite colours are yellow and red.

Jan isn't very interested in fashion and he never wears bright colours like yellow or orange. He likes top-top styles and disappearing and his clothes are always big and comfortable. He usually wears shirts of brown and olive but too big for him. He often wears cool T-shirts with graffiti on them too.

Here are our top-selling T-shirts this month ... Click on the price to buy!

Communicate Ask and answer about clothes.

What do you usually wear at the weekend? I usually wear ...

What's your favourite item of clothing? What does it look like? My favourite item of clothing is ...

Key learning outcomes: identify and say the names of clothes; talk about the clothes you wear. Vocabulary: clothes.

Activity 5

- Read the rest of Nico's message.
- Choose T-shirts for Heidi and Jan.

Activity 6

- Ask and answer about clothes.
- ➔ Go to the Activity Book.

Ending the lesson

- Review the lesson and reflect on learning.

Extra activities

Extension

- Find out about Switzerland.
- Present six additional vocabulary items.

Digital resources

Teacher's Digital: You can also teach this lesson using the Teacher's App on Navio.

Pupil's Digital: Encourage your pupils to use the Pupil's App on Navio to practise the activities from this lesson.



Activity Book

Unit 1 My clothes Lesson 1 Vocabulary

Order and write the words. Match.

1 goggles
2 cap
3 baseball caps
4 noogidar

5 jeans
6 loop hat
7 rainwater
8 hats

Read and complete the definitions.

1 Girls wear _____ on their feet and legs when it's cold. They can be different colours.

2 You wear a _____ over a shirt or T-shirt. It hasn't got any sleeves.

3 Boys wear a _____ around their neck. It's long and thin.

4 You wear a _____ when you do sport. It's got a top and bottom part.

5 You wear a pair _____ when you do sport. It's got a top and bottom part.

6 You wear leggings.

Read and remember the grammar in the lesson.

I like wearing casual clothes. I love / like / hate / don't mind wearing a tie.

Read and answer. Ask and answer.

1 Do you prefer wearing bright or dark colours?
2 Which clothes do you love wearing?
3 Which clothes do you hate wearing?

Which is the odd one out? Why? love / hate / like / enjoy

Activity Book

Activity 1

- Order and write the words. Match.

Activity 2

- Read and complete the definitions.

Activity 3

- Read and remember the grammar in the lesson.

Activity 4

- Read and answer. Ask and answer.

Odd one out activity

- Which is the odd one out? Why?

Detailed Lesson Plan

Starting the lesson

Use the Trinity Exams Practice cards (optional).

- The pupils practise asking and answering questions.

Review clothing and appearance.

- Say **I'm thinking of a pupil in this room. Who is it?** Describe the pupil's appearance and clothing. Ask the pupils to guess. Repeat the procedure.

Set learning objectives.

- Say **Today we're going to remember and learn the names of different clothes.**

Pupil's Book Activity 1

Look at Nico's photos. Answer the questions.

- Invite a pupil to read out the speech bubble to find out who has found the balloon. Ask **Do you know where Switzerland is?**
- Ask a pupil to read out the message. Check understanding.
- Work as a class to answer the questions.

Answers: 1 posing for photos, playing sports
2 1 waistcoat 2 tie 3 cardigan 4 leggings 5 baseball boots
6 tracksuit 7 polo shirt 8 jeans 9 top 10 tights 11 belt
12 sweatshirt

Pupil's Book Activity 2

Copy the chart. Complete it with the clothes you know.

- Copy the Venn diagram onto the board. Check that the class understands how the diagram works.
- The pupils copy the Venn diagram into their notebooks. In pairs, they classify the clothes.

Vocabulary presentation

- Present the unit vocabulary using the clothes flashcards. Show the first flashcard and elicit / say the word. Ask **Who's wearing a (tie) today? When do you usually wear a (tie)?**
- Invite a pupil to stick the flashcard on the Venn diagram on the board. Repeat with the other flashcards.

Pupil's Book Activity 3

Look and match. Listen, check and repeat.

► CD1 Track 6 p275

- Ask the pupils to look at number 1 in the photo. Ask **Which item of clothing is this?** The pupils work in pairs to match numbers 2–12 and the clothes words.
- Play the CD. The pupils listen and check.
- Play the CD again, pausing after each word for the pupils to repeat.

Pupil's Book Activity 4

Listen and do the vocabulary quiz.

► CD1 Track 7 p275

- Play the CD. Listen to the first definition, pausing at the beep to allow the pupils to name the item. Play the CD to listen to the answer.
- Repeat the procedure with the other definitions.

Pupil's Book Activity 5

Read the rest of Nico's message. Choose T-shirts for Heidi and Jan.

- Check that the pupils understand the task. The pupils read the information about Heidi and Jan and choose the T-shirts.

Answers: T-shirts e and d

Pupil's Book Activity 6

Ask and answer about clothes.

- Ask a pupil the first question. Repeat the procedure with other questions, inviting a different pupil to answer each time.
- The pupils ask and answer questions in pairs.

Activity Book

Activity 1

Order and write the words. Match.

- The pupils order, write and match the clothes words.

Answers: 1 leggings 2 top 3 baseball boots 4 cardigan
5 jeans 6 polo shirt 7 sweatshirt 8 belt

Activity 2

Read and complete the definitions.

- The pupils complete the definitions.

Answers: 1 leggings 2 waistcoat 3 tie 4 tracksuit

Activity 3

Read and remember the grammar in the lesson.

- Read the information. Focus on the *-ing* form.
- The pupils create sentences with these verbs.

Activity 4

Read and answer. Ask and answer.

- The pupils write their answers to the questions.
- The pupils ask and answer the questions.

Odd one out activity

Which is the odd one out? Why?

Answers: hate (It expresses dislike.)

Ending the lesson

Review the lesson and reflect on learning.

- Say **Today we've learnt the names of different clothes. What do you remember?**
- Ask **Which was your favourite activity today? Which activity was easy / difficult?**

Extra activities

Extension

- The pupils find Switzerland on the world map on pages 134–135. They read the accompanying facts.

Vocabulary extension

- Present six additional clothes items: *blouse, blazer, suit, uniform, pyjamas, underwear.*
- Use the Vocabulary Booster on NAVIO to practise these words.

Key Competences and Key Learning Outcomes

- Listen to and read a dialogue
 - Use the present simple and present continuous to talk about things you usually do and things you're doing now
 - Ask and answer questions using the present simple and present continuous tenses
- LEARN**
- Practise activity types found in the Cambridge Exams: A2 Key for Schools

Key language

- *gloves, goggles, helmet, shorts, ski clothes, T-shirt; autumn, ski station*
- *I / You / We / They wear (a helmet). I / You / We / They don't wear (a helmet). He / She / It wears (a helmet). He / She / It doesn't wear (a helmet). Do you / we / they wear (a T-shirt)? Does he / she / it wear (a T-shirt)? I am / am not wearing (a hat). You / We / They are / aren't wearing (a hat). He / She / It is / isn't wearing (a helmet). Are you / we / they wearing (a helmet)? Is he / she / it wearing (a helmet)?*

Materials

- Pupil's Book p10; Activity Book p7; Class CD1; Teacher's App on Navio
- Teacher's Resource Bank: Clothes word cards

Optional materials

- Teacher's Resource Bank: Trinity Exams Practice cards (selected from the Starter Unit)

At a Glance Lesson Plan

Starting the lesson

- Use the Trinity Exams Practice cards (optional).
- Review clothes.
- Set learning objectives.

Activity 1

- Look at the photo.
- Can Nico ski in the autumn?
- Read and listen to find out.

► CD1 Track 8 p276

Activity 2

- Read the dialogue again.
- Ask and answer.

Activity 3

- Look and learn – Grammar wall

Activity 4

- Read and think.
- Answer.

Digital resources

Teacher's Digital: You can also teach this lesson using the Teacher's App on Navio.

Pupil's Digital: Encourage your pupils to use the Pupil's App on Navio to practise the activities from this lesson.



Pupil's Book

Lesson 2 Grammar

1 Look at the photo. Can Nico ski in the autumn? Read and listen to find out.

2 **Communicate** Read the dialogue again. Ask and answer.

3 Look and learn.

Grammar Wall

Present simple & present continuous

Present simple

I/You/We/They	wear	don't wear	a helmet.
He/She/It	wears	doesn't wear	
Do	you/we/they	wear	a T-shirt?
Does	he/she/it	wear	

Present continuous

I	am/am not	wearing a hat.
You/We/They	are/aren't	
He/She/It	is/isn't	
Are	you/we/they	wearing a helmet?
Is	he/she/it	

4 Read and think. Answer.

Think about grammar

Which tense do we use when...
1 we talk about things that are happening now?
2 we talk about routines?

5 Look at the dialogue in Activity 1 again. Find more examples of the present simple and the present continuous.

6 **Communicate** Ask and answer.

1 What do you usually wear to do sport?
I wear shorts and a T-shirt to do sport.

2 What are you wearing now?
I'm wearing my ski clothes.

3 What do you do in your free time?
I go skiing.

4 What are you doing now?
I'm wearing my goggles.

5 Which language do you usually speak at home?
I speak English.

6 Which language are you speaking now?
I'm speaking English.

10 Key learning outcomes: use the present simple and present continuous to talk about things you usually do and things you're doing now. Grammar: present simple and present continuous.

Activity 5

- Look at the dialogue in Activity 1 again.
- Find more examples of the present simple and the present continuous.

Activity 6

- Ask and answer.
- Go to the Activity Book.

Ending the lesson

- Review the lesson and reflect on learning.

Extra activity

- Reinforcement**
- Make true and false sentences about your daily routines.

Activity Book

Lesson 2 Grammar

1 Read and circle the correct tense.

Present simple & present continuous

1 Nico always wears / is wearing a helmet.
2 My friends often do / are doing sports in their free time.
3 He / am being silly.
4 It isn't snowing / doesn't snow at the moment.
5 Do you swim / are you swimming every Saturday?
6 I wear / am wearing goggles now.

2 Complete the sentences. Use the present simple or the present continuous.

1 I _____ (get up) at eight o'clock every day.
2 What _____ you _____ (study) now?
3 The children _____ (not speak) English at the moment.
4 I usually _____ (wear) a tracksuit to do PE.
5 It _____ (not snow) in August in England.
6 It _____ (rain) this morning.

3 Listen and complete the notes.

Ice skating lessons

Day: (1) _____
Time: (2) at _____
Teacher's name: (3) _____
Price per hour: (4) _____
Clothing: must wear (5) _____ clothes and (6) _____

4 Read and answer. Ask and answer.

1 Which sport do you often do?
2 What do you usually wear when you do this sport?
3 What are you wearing now?

Which is the odd one out? Why? often / always / swim / sometimes

Activity Book

Activity 1

- Read and circle the correct tense.

Activity 2

- Complete the sentences. Use the present simple or the present continuous.

Activity 3

- Listen and complete the notes.

► CD1 Track 9 p276

Activity 4

- Read and answer. Ask and answer.

Odd one out activity

- Which is the odd one out? Why?

Detailed Lesson Plan

Starting the lesson

Use the Trinity Exams Practice cards (optional).

- The pupils practise asking and answering questions.

Review clothes.

- Play the *Mime the card game* (see p27) with the clothes word cards.

Set learning objectives.

- Say **Today we're going to remember how to talk about routines and how to talk about things that are happening at the moment.**

Pupil's Book Activity 1

Look at the photo. Can Nico ski in the autumn?
Read and listen to find out.

▶ CD1 Track 8 p276

- Prompt the class to describe what they can see in the photo. Ask **Where's Nico? What's he doing? What's he wearing?**
- Read out the instructions and encourage the pupils to say if they think Nico can ski in the autumn.
- Play the CD. The pupils listen and read the dialogue. (*It is possible to ski all year in some parts of Switzerland.*)

Pupil's Book Activity 2

Read the dialogue again. Ask and answer.

- The pupils work in pairs to read and answer the questions. They can do this orally or in their notebooks.

Pupil's Book Activity 3

Look and learn – Grammar wall

- Read the information on the Grammar wall as a class.
- Use questions to encourage the pupils to think about form and identify / remember patterns. Ask **What happens to the verb when we use 'he', 'she' and 'it' in the present simple? Which verb do we add to make the negative? Do we use the verb 'to be' in the present simple or the present continuous? Do we say 'wear' or 'wearing' after the verb 'to be' in the present continuous?**

Pupil's Book Activity 4

Read and think. Answer.

- Focus the pupils' attention on the Think about grammar box. Read out the sentences as a class. The pupils complete these sentences in their pairs.

Answers: 1 present continuous 2 present simple

Pupil's Book Activity 5

Look at the dialogue in Activity 1 again. Find more examples of the present simple and the present continuous.

- Ask the pupils to find examples of the present simple and the present continuous in the text.
- The pupils share information with the rest of the class.

Pupil's Book Activity 6

Ask and answer.

- Ask a pupil the first question. Repeat the procedure with the other questions, inviting a different pupil to answer each time.
- The pupils ask and answer questions in pairs.

Activity Book

Activity 1 Read and circle the correct tense.

- Read out the first sentence. Prompt the class to identify the correct verb. Highlight that the word 'always' is a clue as it tells us that the action is a routine. Then elicit other adverbs of frequency.
- The pupils circle the correct tense in sentences 2–6.

Answers: 1 wears 2 do 3 like 4 isn't snowing 5 swim
6 am wearing

Activity 2 Complete the sentences. Use the present simple or the present continuous.

- Prompt the class to complete the first sentence.
- The pupils complete the remaining sentences.

Answers: 1 get up 2 are/reading 3 aren't speaking 4 wear
5 doesn't snow 6 is raining

Activity 3

Listen and complete the notes.

▶ CD1 Track 9 p276

- Focus the pupils on the picture. Ask them to identify the sport (*ice skating*). Ask **Have you ever tried this sport? What do you need to wear?**
- Ask the class to read the notes. Then play the CD. The pupils listen and follow in their books.
- Play the CD again, pausing after each piece of key information. The pupils say and write the missing information.

Answers: 1 Friday 2 6 o'clock 3 Penny 4 10 pounds for adults, five pounds for children 5 warm 6 gloves

Activity 4

Read and answer. Ask and answer.

- Model the activity by asking a pupil the three questions. The pupils then write their own answers.
- The pupils ask and answer questions in pairs.

Odd one out activity

Which is the odd one out? Why?

- The pupils complete the odd one out activity.

Answers: swim (It isn't an adverb of frequency.)

Ending the lesson

Review the lesson and reflect on learning.

- Say **Today we've learnt how to talk about routines and habits. We've also learnt how to talk about what is happening now.**
- Ask **Which was your favourite activity today? Which activity was easy / difficult?**

Extra activity

Reinforcement

- Make four statements about your daily routines, using an adverb of frequency each time. Three of the sentences are true and one is false. The pupils listen and guess the false sentence.
- The pupils prepare three true sentences and one false one. They guess the false sentences in pairs.

Key Competences and Key Learning Outcomes

- Read a story with a cultural focus
- Listen for specific information
- Use the Internet to investigate Switzerland
- Think about the importance of persevering with difficult tasks
- Learn about a famous Swiss inventor

Key language

- *heavy, light, noisy, quiet, rough, smooth, strong, weak; jacket, trousers; astronaut, curious, engineer, flowers, fur, hooks, idea, invent, invention, inventor, material, microscope, nylon, seeds, stick, wild plants, woollen*
- *He's wearing (woollen trousers). This material is too heavy and it isn't pretty enough.*

Materials

- Pupil's Book p11; Activity Book p8; Class CD1; Teacher's App on Navio
- Teacher's Resource Bank: Clothes word cards
- Velcro

Optional materials

- Teacher's Resource Bank: Trinity Exams Practice cards (selected from the Starter Unit)

At a Glance Lesson Plan

Pupil's Book

Starting the lesson

- Use the Trinity Exams Practice cards (optional).
- Review clothes.
- Set learning objectives.

Activity 1:
Before you read

- Read and discuss.

Activity 2

- Listen and read.
- ▶ **CD1 Track 10 p276**
- ➔ Go to the Activity Book.

Values

- Read and discuss.

Lesson 3 Culture around the world 1

Before you read

1 Thinking skills **Read and discuss.**

- Are you wearing any clothes with Velcro today?
- Touch the material. Is it ...
 - strong or weak? smooth or rough?
 - heavy or light? noisy or quiet?
- Do you think astronauts use Velcro in space? How?

2 Listen and read.

A brilliant idea

This story begins in Switzerland in 1948. George de Mestral, an engineer, takes his dog for a walk. He's wearing woollen trousers and a woollen jacket.

1 George walks through a forest with his dog. There are lots of wild plants and flowers.

2 After the walk, George notices that there are seeds on his woollen clothes and on the dog's fur.

3 He's very curious about the seeds, so he looks at them under a microscope.

4 George invents a material that has got the same tiny hooks as the seeds. The material can stick together, but people think it's a silly idea.

5 George works on his invention for ten more years. He uses nylon, which is strong and light. He calls the new invention Velcro.

6 Now people all over the world use Velcro. You can find it on all kinds of clothes and shoes.

7 Did you know that astronauts have got a piece of Velcro inside their helmets so they can scratch their noses?

After you read

Go to page 8 in your Activity Book.

Values

- How long did it take George to invent Velcro?
- Do you think he got tired of his work?
- Which things take you a long time to do?

Key learning outcomes: read a story with a cultural focus; listen for specific information
Values: the importance of persevering with difficult tasks

Ending the lesson

- Review the lesson and reflect on learning.

Extra activity

Extension

- Invent different uses for Velcro.

Activity Book

Lesson 3 Culture around the world: Switzerland

After you read

1 Remember the story. Read and answer the questions.

- 1 What does George find on his clothes? He _____.
- 2 What does George see on the seeds? He _____.
- 3 What do people think of George's first invention? They _____.
- 4 What does George invent ten years later? He _____.
- 5 What's this material like? It's _____.
- 6 Where can you find Velcro now? You _____.

2 Listen and complete Jess's story review. Write one word each time. Circle the correct number of stars.

A brilliant idea

An 1 _____ called George de Mestral takes his dog for a walk through a forest. After the walk, George finds some 2 _____ on his clothes. He discovers that these have got lots of 3 _____ and he uses this information to invent a new 4 _____.

George shows the material to people, but they don't like it. Later, he uses a material called 5 _____ to make the hooks. The story ends 6 _____ years later when George creates 7 _____.

Now people all around the world use this amazing material. My favourite part is the fact about 8 _____.

Opinion: I think the story is really 9 _____ and I give it 10 _____ stars. ★★★★★

3 Thinking skills What do you think of the story?

I read _____ stars. ★★★★★

I give it _____ stars. ★★★★★

4 Find out about Switzerland with your family.

- 1 Where's the country located? _____
- 2 Which mountain range is in the south of Switzerland? _____
- 3 Which is the highest mountain? _____
- 4 What's on Alphon? _____
- 5 What food is Switzerland famous for? _____

Which is the odd one out? Why? button / strong / rough / noisy

Activity Book: After you read

Activity 1

- Remember the story. Read and answer the questions.

Activity 2

- Listen and complete Jess's story review.
- ▶ **CD1 Track 11 p276**
- Write one word each time. Circle the correct number of stars.

Activity 3

- What do you think of the story?

Activity 4

- Find out about Switzerland with your family.

Odd one out activity

- Which is the odd one out? Why?

Digital resources

Teacher's Digital: You can also teach this lesson using the Teacher's App on Navio.

Pupil's Digital: Encourage your pupils to use the Pupil's App on Navio to practise the activities from this lesson.



Detailed Lesson Plan

Starting the lesson

Use the Trinity Exams Practice cards (optional).

- The pupils practise asking and answering questions.

Review clothes.

- Hold up the clothes word cards in turn and ask the class to say the words. Highlight any tricky spelling, i.e. double letters, silent letters or alternative spellings. Stick the cards on the board.
- Organise the class into pairs. One pupil should face the board and the other pupil should face away from the board. The pupil facing the board chooses a word for their partner to spell and asks *How do you spell ...?*
- Repeat the procedure several times. Then ask the pupils to swap roles.

Set learning objectives.

- Say **Today we're going to read a story from Switzerland.**

Pupil's Book Activity 1: Before you read

Read and discuss.

- Read the information about Velcro as a class. Encourage the class to touch the Velcro and describe what they can feel.
- Ask **Do you think astronauts use Velcro in space?** Encourage the class to predict and hypothesise about how the material is used.

Pupil's Book Activity 2

Listen and read.

► CD1 Track 10 p276

- Play the CD. The pupils follow in their books. Confirm that astronauts use Velcro to scratch their noses in space.
- Ask questions to check understanding.

Suggested comprehension questions:

- Frames 1 and 2: **What sticks on George's clothes?** (*Seeds.*) **Where do the seeds come from?** (*Wild plants and flowers.*)
- Frame 3: **What do the seeds look like?** (*They've got lots of tiny hooks.*)

- Frame 4: **How is George's material similar to the seeds?** (*It has the same tiny hooks.*)
- Frame 5: **How long does he work on his invention?** (*Ten years.*) **What is Velcro like?** (*Strong and light.*)

Activity Book : After you read

Activity 1

Remember the story. Read and answer the questions.

- Read out the first question and invite a pupil to answer it.
- The pupils work on their own or in pairs to read and answer the remaining questions.

Answers: 1 finds seeds. 2 sees tiny hooks. 3 think it's a silly idea. 4 invents Velcro. 5 light and strong. 6 can find it on all kinds of clothes and shoes.

Activity 2

Listen and complete Jess's story review. Write one word each time. Circle the correct number of stars.

► CD1 Track 11 p276

- Read out the story review as a class. Ask the pupils to guess the missing words.
- Play the CD without pausing. The pupils should listen and complete as much of the information as possible.
- Play the CD again, pausing after each piece of key information to check the information and spelling. The pupils circle the correct number of stars.

Answers: 1 engineer 2 seeds 3 hooks 4 material 5 nylon 6 ten 7 Velcro 8 astronauts 9 interesting 10 five

Activity 3

What do you think of the story?

- The pupils write their opinion of the story and give a rating.
- Invite the pupils to share their opinions with the rest of the class.

Activity 4

Find out about Switzerland with your family.

- Read out the questions about Switzerland. Ask **Where can you find out this information?** (*Internet, library, asking friends and family.*) The pupils should complete the activity at home.
- If you prefer to do this activity in the class, connect to a children's website which has information about Switzerland such as: <http://kids.nationalgeographic.com> (search for 'Switzerland facts and pictures'). Read out the questions. The pupils work as a class to find and write the answers.

Answers: 1 It borders with Germany, Italy, France, Austria and Liechtenstein. 2 the Alps 3 Monte Rosa 4 an alpine horn 5 fondue

Odd one out activity

Which is the odd one out? Why?

- The pupils complete the odd one out activity.

Answers: button (It isn't an adjective.)

Values

Read and discuss.

- The pupils read and discuss the value.
- Encourage the pupils to think about the things they do that require effort and talk about the importance of perseverance.

Ending the lesson

Review the lesson and reflect on learning.

- Say **Today we've read a story from Switzerland.**
- Ask **Which was your favourite activity today? Which activity was easy / difficult?**

Extra activity

Extension

- Ask **What does an astronaut use Velcro for?** (*To scratch his / her nose.*) Ask **What other things can we do with Velcro? Let's imagine.** Encourage the class to be as creative as possible with their ideas.

Key Competences and Key Learning Outcomes

- Act out a short dialogue in pairs
- Learn how to use 'too' and 'not enough' to say what's wrong
- Identify the stress in words and practise saying the words

Key language

- big, comfortable, fashionable, long, short, small, uncomfortable, unfashionable; strap, sweatshirt, trousers, watch*
- The (sweatshirt is) too big. The (sweatshirt isn't) small enough.*

Materials

- Pupil's Book p12; Activity Book p9; Class CD1; Teacher's App on Navio

Optional materials

- Teacher's Resource Bank: Trinity Exams Practice cards (selected from the Starter Unit)

At a Glance Lesson Plan

Pupil's Book

Starting the lesson

- Use the Trinity Exams Practice cards (optional).
- Review adjectives.
- Set learning objectives.

Activity 1

- Listen and read.
- ▶ CD1 Track 12 p276
- Act out.

Activity 2

- Look and learn – Grammar wall

Activity 3

- Read and think.
- Choose.

1 Lesson 4 Grammar and Pronunciation

1 Listen and read. Act out.

2 Look and learn.

3 Read and think. Choose.

4 Look at the story on page 11 and the dialogue in Activity 1 again. Find examples of *too* and *not enough*.

5 Listen and read. Why is a part of each word underlined? Listen again and repeat.

6 Communicate. Play a memory game.

Grammar Wall

too & not enough

The sweatshirt	is	too big.
	isn't	small enough.
The trousers	are	too small.
	aren't	big enough.

Key learning outcomes: identify the stress in words and practise saying the words. Grammar: too and not enough.

Activity 4

- Look at the story on page 11 and the dialogue in Activity 1 again.
- Find examples of *too* and *not enough*.

Activity 5

- Listen and read.
- ▶ CD1 Track 13 p276
- Why is a part of each word underlined?
- Listen again and repeat.

Activity 6

- Play a memory game.
- Go to the Activity Book.

Ending the lesson

- Review the lesson and reflect on learning.

Extra activity

- Extension
- Identify word stress in other clothes vocabulary.

Digital resources

Teacher's Digital: You can also teach this lesson using the Teacher's App on Navio.

Pupil's Digital: Encourage your pupils to use the Pupil's App on Navio to practise the activities from this lesson.



Activity Book

Lesson 4 Grammar and Pronunciation

1 Read and circle the correct sentence.

2 Look and write the sentences.

3 Where's the stress? Write the words in the chart. Listen and check.

4 Cooperative Learning. Work with a partner. Read and write.

For more grammar practice go to page 102.

Which is the odd one out? Why? sunglasses / skirts / shorts / gloves

Activity Book

Activity 1

- Read and circle the correct sentence.

Activity 2

- Look and write the sentences.

Activity 3

- Where is the stress? Write the words in the chart. Listen and check.

▶ CD1 Track 14 p276

Activity 4

- Work with a partner. Read and write.

Odd one out activity

- Which is the odd one out? Why?

Detailed Lesson Plan

Starting the lesson

Use the Trinity Exams Practice cards (optional).

- The pupils practise asking and answering questions.

Review adjectives.

- Play *Opposites* (see p32) with: *heavy, light, near, far, strong, weak, hard, soft, noisy, quiet, rough, smooth, long, short, expensive, cheap.*

Set learning objectives.

- Say **Today we're going to learn how to say what's wrong with some clothes and we're going to practise our pronunciation.**

Pupil's Book Activity 1

Listen and read. Act out.

► CD1 Track 12 p276

- The pupils look at the pictures. Ask **What are Tom and Jess looking at? What's the problem?**
- Play the CD. The pupils listen and read the dialogue. Confirm that they're looking at a watch. The strap is too big and then not big enough. Check understanding by drawing / showing different things that are too big / not big enough.
- Play the CD again, pausing after each sentence for the pupils to repeat.
- The pupils practise the dialogue in pairs.

Pupil's Book Activity 2

Look and learn – Grammar wall

- Read the information on the Grammar wall as a class.
- Ask **Is a sweatshirt singular or plural? Do we use 'is' or 'are'? Are trousers singular or plural? Do we use 'is' or 'are'?**

Pupil's Book Activity 3

Read and think. Choose.

- Focus the pupils' attention on the Think about grammar box. Read out the sentences as a class. The pupils complete the sentences in pairs.

Answers: 1 before 2 after

Pupil's Book Activity 4

Look at the story on page 11 and the dialogue in Activity 1 again. Find examples of *too* and *not enough*.

- Ask the pupils to find examples of 'too' and 'not enough' in the dialogue and the story.

Pupil's Book Activity 5

Listen and read. Why is a part of each word underlined? Listen again and repeat.

► CD1 Track 13 p276

- Say **Look. Parts of the words are underlined. Let's listen to the words and find out why.** Play the CD, pausing after each word.
- Identify that the underlined parts of words sound stronger / are stressed. The pupils identify the stress pattern.
- Play the CD again. The pupils listen and repeat.

Pupil's Book Activity 6

Play a memory game.

- Focus the class on the first picture. Elicit what's wrong, using the adjectives to make the sentences.
- Repeat the process with the other three pictures. Ask two pupils to read out the speech bubbles. Make similar true or false sentences about the pictures. The pupils should listen and respond appropriately.
- (Books closed.) The pupils play the game in pairs.

Activity Book

Activity 1

Read and circle the correct sentence.

- Ask a pupil to read out the first pair of sentences. Prompt the class to identify the correct one.
- The pupils circle the second correct sentence.

Answer: 1 He is too young. 2 He isn't old enough.

Activity 2

Look and write the sentences.

- The pupils complete the sentences.

Answers: 1 is too heavy. 2 isn't light enough. 3 isn't strong enough. 4 is too weak.

Activity 3

Where is the stress? Write the words in the chart. Listen and check.

► CD1 Track 14 p276

- Clap the stress pattern in each column.
- The pupils work in pairs to say and classify the words.
- Play the CD. The pupils check their answers.

Answers: 1 trousers, sandals, bracelet 2 umbrella, pyjamas 3 cardigan, fashionable, uniform 4 uncomfortable, unfashionable

Activity 4

Work with a partner. Read and write.

- Read the sentences as a class and check understanding. Set a time limit, e.g. 3–4 minutes.
- The pupils work in pairs to brainstorm the answers.
- Check answers as a class.

Odd one out activity

Which is the odd one out? Why?

- The pupils complete the odd one out activity.

Answers: gloves (You don't wear them in summer.)

Ending the lesson

Review the lesson and reflect on learning.

- Say **Today we've learnt how to say what's wrong with clothes and we've practised our pronunciation.**
- Ask **Which was your favourite activity today? Which activity was easy / difficult?**

Extra activity

Extension

- The pupils add words to the chart in the Activity Book.

Key Competences and Key Learning Outcomes

- Identify and say adjectives to describe clothing
- Listen for specific information
- Practise activity types found in the Cambridge Exams: A2 Key for Schools
- Do a communication task

Key language

- baggy, flowery, long-sleeved, patterned, plain, short-sleeved, striped, tight; dress, T-shirt, tie, trousers; comfortable, fair, happy, healthy, kind, tidy, uncomfortable, unfair, unhappy, unhealthy, unkind, untidy*
- What's (Sally) wearing? (She's) wearing trousers and a T-shirt. Is (she) wearing baggy trousers? Yes, (she) is. No, (she) isn't.*
- Extension:** *dark (blue), light (green), gold, silver*

Materials

- Pupil's Book p13; Activity Book p10; Class CD1; Teacher's App on Navio; Teacher's Resource Bank: Unit 1
- Pictures of famous people

Optional materials

- Teacher's Resource Bank: Trinity Exams Practice cards (selected from the Starter Unit)

At a Glance Lesson Plan

Pupil's Book

Starting the lesson

- Use the Trinity Exams Practice cards (optional).
- Review clothes and adjectives.
- Set learning objectives and use the talk cards.

Activity 1

- Look and match.
 - Listen, check and repeat.
- CD1 Track 15 p277

Activity 2

- Listen and match the names to the children.
- CD1 Track 16 p277

Lesson 5 Vocabulary, Listening and Speaking 1

1 Look and match. Listen, check and repeat.

short-sleeved flowery baggy plain striped long-sleeved light patterned

2 Listen and match the names to the children.

Andy Karen Sue Harry Jack

Listening tip! Look carefully at the picture before you listen. What are the children wearing?

3 Listen again. Write five adjectives that the children use to describe the clothes.

4 Communicate Ask and answer to find eight differences.

Teacher's Resource Bank: Unit 1

What's Sally wearing in your picture?
Is she wearing baggy trousers?
She's wearing baggy trousers in my picture.

She's wearing trousers and a T-shirt.
No, she isn't. She's wearing light trousers.

Great! That's one difference.

Key learning outcomes: identify and say adjectives for describing clothes; listen for specific information
Vocabulary: adjectives to describe clothing

Activity 3

- Listen again.
- CD1 Track 16 p277
- Write five adjectives that the children use to describe the clothes.

Activity 4

- Ask and answer to find eight differences (Teacher's Resource Bank: Unit 1).
- ➔ Go to the Activity Book.

Ending the lesson

- Review the lesson and reflect on learning.

Extra activity

- Reinforcement**
- Have a class fashion show.
- Vocabulary extension**
- Present four additional vocabulary items.

Digital resources

Teacher's Digital: You can also teach this lesson using the Teacher's App on Navio.

Pupil's Digital: Encourage your pupils to use the Pupil's App on Navio to practise the activities from this lesson.



Activity Book

Lesson 5 Vocabulary, Reading and Writing

1 Look and write the adjectives and clothes.

1 a long-sleeved top 2 a shirt 3 trousers 4 trainers

5 waistcoat 6 7 8

2 Read and complete. Write one word each time.

Hi. My name (1) is Emma and I live in Oxford. I'm eleven years old and (2) I got an older sister called Sue. My sister loves (3) shopping and she's really fashionable. In this photo, she's wearing a striped (4) and a pair (5) of jeans. So, my sister prefers (7) smart clothes, but I usually (8) sporty clothes. In this photo, I'm wearing a (9) and a pair of (10) because I'm going to play basketball with my friends.

3 Read and learn.

Word building
You can make the opposite of some adjectives by adding the prefix un-.

fashionable unfashionable

4 Which six adjectives use un- to make the opposite? Write the words.

comfortable difficult tidy kind healthy fair baggy happy

1 comfortable _____ uncomfortable _____
2 _____
3 _____
4 _____
5 _____
6 _____

Which is the odd one out? Why? sandals / trainers / coatigan / socks

Activity Book

Activity 1

- Look and write the adjectives and clothes.

Activity 2

- Read and complete. Write one word each time.

Activity 3

- Read and learn.

Activity 4

- Which six adjectives use un- to make the opposite? Write the words.

Odd one out activity

- Which is the odd one out? Why?

Detailed Lesson Plan

Starting the lesson

Use the Trinity Exams Practice cards (optional).

- The pupils practise asking and answering questions.

Review clothes and adjectives.

- Organise the class into two groups. Hold up a picture of a famous person. Ask Group A to say a sentence about the clothes the famous person is wearing. The members of the group should confer before they answer. They earn one point if the sentence is correct and another point if the sentence contains an adjective.
- Show the same picture to Group B and award similar points. The groups take turns to make sentences until they have nothing more to say.
- Repeat the procedure with different pictures, starting with a different group each time. At the end of the activity, add up the points.

Set learning objectives.

- Say **Today we're going to learn some new adjectives to describe clothes and we're going to do a communication task.**

Pupil's Book Activity 1

Look and match. Listen, check and repeat.

► *CD1 Track 15 p277*

- Ask the pupils to name the clothes they can see in the photos. They work in pairs to match the adjectives in the box to the clothes.
- Play the CD. The pupils listen, check and repeat.

Pupil's Book Activity 2

Listen and match the names to the children.

► *CD1 Track 16 p277*

- Ask the pupils to describe what the children are wearing in the picture. Then ask them to write the six names in their notebooks.
- Play the CD. The pupils listen and write the corresponding number next to each name.

Answers: Andy 5, Karen 2, Sue 4, Harry 1, Jack 3

Pupil's Book Activity 3

Listen again. Write five adjectives that the children use to describe the clothes.

► *CD1 Track 16 p277*

- Play the CD again. The pupils write down five adjectives to describe clothing that they hear.

Answers: Five from: patterned, plain, smart, casual, flowery, baggy, fashionable, striped, long

Pupil's Book Activity 4

Ask and answer to find eight differences (Teacher's Resource Bank: Unit 1).

- Invite two pupils to read out the speech bubbles.
- Organise the class into pairs (A and B). Give Pupils A the first worksheet from Teacher's Resource Bank Unit 1, and Pupils B the other worksheet.
- Ask a confident pair to demonstrate the activity by asking and answering questions to find another difference. Then ask the rest of the class to do the same activity in pairs.
- At the end of the activity, the pupils should show each other their pictures and check / identify the differences.

Activity Book

Activity 1

Look and write the adjectives and clothes.

- The pupils work on their own or in pairs to complete the remaining labels.

Answers: 1 long-sleeved / plain top 2 striped 3 baggy
4 plain 5 patterned 6 a flowery tie 7 tight jeans
8 short-sleeved T-shirt

Activity 2

Read and complete. Write one word each time.

- Ask the pupils to describe the picture. Then read out the text as a class. Check comprehension by asking questions.
- Complete the first two sentences as a class.

- The pupils work on their own or in pairs to complete the remaining sentences.

Answers: 1 is 2 have 3 going 4 skirt 5 T-shirt 6 pair
7 wearing 8 wear 9 tracksuit 10 trainers

Activity 3

Read and learn.

- Read the information as a class.

Activity 4

Which six adjectives use *un-* to make the opposite? Write the words.

- The pupils work on their own or in pairs to identify and write the opposites that begin with 'un-'.

Answers: 1 comfortable, uncomfortable 2 tidy, untidy
3 kind, unkind 4 healthy, unhealthy 5 fair, unfair
6 happy, unhappy

Odd one out activity

Which is the odd one out? Why?

- The pupils complete the odd one out activity.

Answers: cardigan (You don't wear it on your feet.)

Ending the lesson

Review the lesson and reflect on learning.

- Ask **Which was your favourite activity today? Which activity was easy / difficult?**

Extra activity

Reinforcement

- Invite a pupil to walk in front of the class. Describe his / her clothes as if you were at a fashion show.
- Organise the class into small groups. The pupils work together to write their fashion show script describing what the different pupils in their group are wearing.

Vocabulary extension

- Present four additional colours: *dark (blue), light (green), gold, silver.*
- Use the Vocabulary booster on NAVIO to practise these new words.

Key Competences and Key Learning Outcomes



- Do pre-reading tasks to predict content and raise interest
- Read a magazine article for general understanding
- Scan a text to find specific information



- Learn about different types of materials



- Discuss what magazines you know



- Read and understand a magazine article
- Give an opinion on the text

Key language

- *bend, chemical, cloak, clothes, cotton, dirty, light, long, material, natural, plants, sheep, slime, small, smelly, smooth, soft, stain, sticky, stretchy, strong, water, wool*
- *Scientists think that we can use this slime to make strong, soft clothes. Which material is the most (amazing)? (Wool) comes from (sheep).*

Materials

- Pupil's Book p14; Activity Book p11; Class CD1; Teacher's App on Navio

Optional materials

- Teacher's Resource Bank: Trinity Exams Practice cards (selected from the Starter Unit)

At a Glance Lesson Plan

Pupil's Book

Starting the lesson

- Use the Trinity Exams Practice cards (optional).
- Review natural materials we wear and where they come from.
- Set learning objectives.

Activity 1:
Before you read

- Read and discuss.

Activity 2

- Look at the title.
- Why do you think these materials are amazing?
- Read and find out.

Activity 3:
After you read

- What do you think?
- ➔ Go to the Activity Book.

Digital resources

Teacher's Digital: You can also teach this lesson using the Teacher's App on Navio.

Pupil's Digital: Encourage your pupils to use the Pupil's App on Navio to practise the activities from this lesson.



Lesson 6 Reading

(Before you read)

1 Read and discuss.

- Where can you buy magazines?
- Why do people read magazines?
- How often do you read a magazine?

Do you enjoy reading about the topics below in a magazine?

fashion technology animals films and TV
history cities and countries sport music

2 Look at the title. What do you think the article is about? Read and find out.

Reading tip! Use the title to make predictions about the text before you read.

Amazing materials

Goodbye, washing machines!
Every week, we need to wash our clothes with soap and water to get them clean. It takes a long time and the soap can sometimes harm the environment. Scientists in China have got an incredible solution: clothes that clean themselves. These clothes have got a special chemical on them. When the clothes are dirty, you put them in the sunlight and the chemical removes the stains. The chemical also removes bad smells. Will smelly socks be a thing of the past?

Where are you?
Would you like to disappear when it's time to tidy your room or wash the dishes? What you need is an invisibility cloak. Scientists around the world are working hard to create a special material that bends light around an object. When you wear this material, people can't see you. They see what's behind you. This amazing material is perfect for hiding things and people, too. Will you have an invisibility cloak in your wardrobe in the future?

The material of the future
You know that wool comes from sheep and cotton comes from plants. But did you know that some materials come from the bottom of the sea? The hagfish is a small, long fish that lives on the sea floor. When a predator attacks it, it produces lots of sticky slime. This slime is clear, strong and very stretchy. It's also smooth and light when it's dry. Scientists in Canada think that we can use this slime to make strong, soft clothes in the future. They say that the material is natural and good for the environment, too. Are you going to wear a T-shirt made from hagfish slime?

stain (n)
stretchy (adj)
chemical (n)
cloak (n)
bend (v)

(After you read)

3 What do you think?

- Which material is the most amazing? Why?
- Which material is the most useful? Why?

➔ Go to page 11 in your Activity Book.

14

Key learning outcomes: read a magazine article for general understanding; scan a text for specific information; discuss what magazines you know

Ending the lesson

- Review the lesson and reflect on learning.

Extra activity

- Design a radio advert for one of the materials in the magazine article.

Activity Book

Lesson 6 Reading 1

(After you read)

1 Read the sentences and circle the correct words.

- The hagfish slime is sticky / smooth / rough when it's dry.
- The hagfish slime is clear / dark / white when it's wet.
- The chemicals can remove bad smells / soap / the colour from some clothes.
- The invisibility cloak stops people hearing / seeing / touching you.
- The invisibility cloak bends light around / under / through a person.
- The chemicals work on a sunny / windy / sunny day.

2 Read the definitions and find the words in the text.

- This word describes a material that gets longer when you pull it. stretchy
- This is a long coat that hasn't got any sleeves. _____
- This is a mark on clothes, for example from chocolate. _____
- This is a product that is used for cleaning your clothes. _____
- This word describes a sock that has a bad smell. _____

3 Listen and complete the advert for a hagfish T-shirt.

Be the first to buy an amazing hagfish T-shirt.

Available in 1 _____ amazing colours
Available in three different sizes: 2 _____ medium
and 3 _____
cost 4 _____ and very resistant
Easy to 5 _____
Special offer: One T-shirt costs 6 _____ pounds and
two T-shirts cost 7 _____ pounds
to order phone 8 _____

4 Work with a partner. Design an advert in your notebook for one of the other materials from the text.

Material and clothes: _____
Description: _____
Special offer: _____
Where to buy it: _____

Which is the odd one out? Why? cotton / wool / bag / leather

Activity Book: After you read

Activity 1

- Read the sentences and circle the correct words.

Activity 2

- Read the definitions and find the words in the text.

Activity 3

- Listen and complete the advert for a hagfish T-shirt.

▶ CD1 Track 17 p277

Activity 4

- Work with a partner. Design an advert in your notebook for one of the other materials in the text.

Odd one out activity

- Which is the odd one out? Why?

Detailed Lesson Plan

Starting the lesson

Use the Trinity Exams Practice cards (optional).

- The pupils practise asking and answering questions.

Review natural materials we wear and where they come from.

- Quickly brainstorm the names of natural materials we wear. Ask **Where does cotton come from?** Repeat the procedure with wool, leather, silk and (some) rubber.

Set learning objectives.

- Say **Today we're going to read a magazine article about some amazing materials.**

Pupil's Book Activity 1: Before you read

Read and discuss.

- Read the questions as a class. Prompt the pupils to answer in as much detail as possible.
- Organise the class into pairs. The pupils ask and answer the same questions in their pairs.

Pupil's Book Activity 2

Look at the title. Why do you think these materials are amazing? Read and find out.

- Read out the question and the title of the magazine article. Ask **How can materials be amazing?** Encourage the class to make predictions.
- If pupils need more support, focus their attention on the photos and ask them to describe what they can see and predict what the materials can do.
- The pupils read the texts as a class or in pairs to see if their predictions are correct.
- Quickly check comprehension by asking **Why is the first material amazing?** (*Because it comes from a fish.*) Repeat the procedure with the other two materials.

Pupil's Book Activity 3: After you read

What do you think?

- Read the questions as a class. Prompt the pupils to say which material is the most amazing / useful and why.
- If you wish to do so, have a class vote.

Activity Book: After you read

Activity 1

Read the sentences and circle the correct words.

- The pupils work on their own or in pairs to read each sentence and circle the correct information. They should refer back to the text in the Pupil's Book when necessary.

Answers: 1 smooth 2 clear 3 bad smells 4 seeing 5 around 6 sunny

Activity 2

Read the definitions and find the words in the text.

- The pupils work on their own or in pairs to read the definitions and write the words. They should refer back to the text in the Pupil's Book when necessary.

Answers: 1 stretchy 2 cloak 3 stain 4 soap 5 smelly

Activity 3

Listen and complete the advert for a hagfish T-shirt.

► CD1 Track 17 p277

- Read out the advertisement, pausing at the spaces to allow pupils to predict the missing words.
- Play the CD. The pupils listen and follow the information in their books.
- Play the CD again, pausing after each piece of key information. The pupils should say and write the missing information each time.

Answers: 1 six 2 small 3 large 4 light 5 wash 6 ten 7 fifteen 8 685524

Activity 4

Work with a partner. Design an advert in your notebook for one of the other materials from the text.

- The pupils work in pairs to write an advert. They should use the advert in Activity 3 as a model.

Odd one out activity

Which is the odd one out? Why?

- The pupils complete the odd one out activity.

Answers: bag (It isn't a material.)

Ending the lesson

Review the lesson and reflect on learning.

- Say **Today we've read a magazine article about some amazing materials.**
- Ask **Which was your favourite activity today? Which activity was easy / difficult?**

Extra activity

Extension

- Organise the class into pairs. Each pair should choose the remaining amazing material and create a radio advert.

Key Competences and Key Learning Outcomes

- Learn about and practise using the linkers 'and', 'also' and 'too'
- Identify the informational content of a magazine article
- Identify features of a magazine article
- Use criteria to check your writing
- Share your writing with another pupil
- Write a magazine article

Key language

- camera, equipment, jacket, light, magnet, map, mobile phone, notebook, pocket, radio, sunglasses, sleeve, waistcoat, waterproof, zip
- It's waterproof, too. There's a pocket for your mobile phone and your radio. There are also pockets for a notebook, maps, sunglasses and a camera.

Materials

- Pupil's Book p15; Activity Book p12; Teacher's App on Navio

Optional materials

- Teacher's Resource Bank: Trinity Exams Practice cards (selected from the Starter Unit)

At a Glance Lesson Plan

Pupil's Book

Activity Book

Starting the lesson

- Use the Trinity Exams Practice cards (optional).
- Review the magazine article in Lesson 6.
- Set learning objectives.

Activity 1: Investigate a text

- Read the information.
- Think of three questions.

Activity 2

- Read the magazine article.
- Does it answer your questions?

Activity 3: Discuss a text

- Read the article again.
- Answer the questions.

Text type: a magazine article Lesson 7 Writing 1

Investigate a text

1 Read the information. Think of three questions.

It's a good idea to ask yourself questions about the topic before you read and write. You're going to read about a spy jacket. What questions do you want to ask?

2 Read the magazine article. Does it answer your questions?

The perfect spy jacket

title → Would you like to be a spy? If the answer is yes, then you'll love this amazing spy jacket. It looks like a normal jacket, but it's got pockets for all your equipment. There's a pocket for your mobile phone and your radio. There are also pockets for a notebook, maps, sunglasses and a camera. The pockets have got special zips so they can open and close silently. The jacket is light. It's waterproof, too.

question → The most exciting thing about the spy jacket is that the sleeves are attached with magnets. You can take the sleeves off and turn the jacket into a waistcoat in seconds. This is perfect when you need to change your appearance quickly!

description → Would you wear this spy jacket? Let us know what you think: opinions@kidsmag.com

opinions →

Discuss a text

3 Read the article again. Answer the questions.

1 What's the title of the article? Is it a good title? 3 What do we learn about the jacket?
2 What question does the writer ask? Why? 4 Does the writer like the jacket?

Writing skills: Adding new information

- When we want to add new information, we can use the linkers **and**, **also** and **too**.
- We usually write **and** in the middle of a sentence: *There's a pocket for your mobile phone **and** your radio.*
- We write **too** at the end of a sentence: *It's waterproof, **too**.*
- We write **also** before the main verb in a sentence, but we write **it** after the verb to be: *There are **also** pockets for a notebook, maps, sunglasses **and** a camera.*

4 Look at the two articles again. Find examples of the linkers **and**, **also** and **too**.

Plan and write a magazine article on page 12 in your Activity Book.

Key learning outcomes: identify features of a magazine article; identify linkers used to add new information in a text; write a magazine article

Writing skills

- Read about adding new information.

Activity 4

- Look at the two articles again.
- Find examples of the linkers **and**, **also** and **too**.
- Go to the Activity Book.

Ending the lesson

- Review the lesson and reflect on learning.

Extra activity

- Draw and label your amazing item of clothing.

Lesson 7 Writing

Develop your writing skills

1 Write new sentences. Use **and**, **also** and **too**.

1 The material is soft. The material is strong. (**and**)
*The material is soft **and** strong.*

2 There's a pocket for a tooth. There's a pocket for a notebook. (**too**)
*There's a pocket for a tooth **and** a pocket for a notebook, **too**.*

3 This material is cheap. This material is good for the environment. (**also**)
*This material is cheap **and** good for the environment, **also**.*

4 The T-shirt is bright. The T-shirt is colourful. (**and**)
*The T-shirt is bright **and** colourful.*

Plan your writing

2 **Cooperate/Team** Work with a partner. Plan a magazine article. Make notes.

1 What's your amazing item of clothing?
2 Why is it special?
3 What's it made of?
4 What does it look like?
5 What's your opinion about it?
6 What two questions can you ask the reader?
7 What's the title of your article?

3 Now write your magazine article in your notebook. Remember to start with the title and a question for the reader.

4 **Compare/Team** Read your magazine article to a new partner. Then check your work together. Put a tick (✓) or a cross (X).

My article has got an exciting title.

My article asks the reader a question at the beginning.

My article has got interesting facts and information.

My article has got an opinion.

My article uses linkers to add information.

Which is the odd one out? Why? title / opinion / description / address

Activity Book

Activity 1: Develop your writing skills

- Write new sentences. Use **and**, **also** and **too**.

Activity 2: Plan your writing

- Work with a partner. Plan a magazine article. Make notes.

Activity 3

- Now write your magazine article in your notebook.

- Remember to start with the title and a question for the reader.

Activity 4

- Read your magazine article to a new partner. Then check your work together. Put a tick (✓) or a cross (X).

Odd one out activity

- Which is the odd one out? Why?

Digital resources

Teacher's Digital: You can also teach this lesson using the Teacher's App on Navio.

Pupil's Digital: Encourage your pupils to use the Pupil's App on Navio to practise the activities from this lesson.



Detailed Lesson Plan

Starting the lesson

Use the Trinity Exams Practice cards (optional).

- The pupils practise asking and answering questions.

Review the magazine article in Lesson 6.

- Review information about the three amazing materials in Lesson 6. Ask **Where does the first material come from? What does it look like? Why is it friendly to the environment? What's special about the second material? What does it use to clean the clothes? Why is it friendly to the environment? What happens when you wear the third item of clothing?**

Set learning objectives.

- Say **Today we're going to write a magazine article about an amazing item of clothing.**

Pupil's Book Activity 1: Investigate a text

Read the information. Think of three questions.

- Read the information as a class. Brainstorm three questions they want to ask about a spy jacket. If necessary, use prompts to support the class, e.g. **Made from? Look like? Colours?**
- Write the questions on the board.

Pupil's Book Activity 2

Read the magazine article. Does it answer your questions?

- Read the text as a class.
- Check to see if any of the questions on the board are answered.
- The pupils read the text on their own and answer the questions.

Pupil's Book Activity 3: Discuss a text

Read the article again. Answer the questions.

- Read and discuss the questions as a class. Highlight that a magazine article needs a good, eye-catching title. It should also ask a question to get the reader's interest and give plenty of information. Finally, the article needs to give an opinion.

Writing skills

- Read the information.
- Prompt the pupils to create their own sentences using 'and', 'also' and 'too'. (*I've got brown hair and brown eyes. I've got brown hair. I've also got brown eyes. I've got brown hair. I've got brown eyes, too.)*

Pupil's Book Activity 4

Look at the two articles again. Find examples of the linkers *and*, *also* and *too*.

- Organise the pupils into pairs. Ask them to find examples of 'and', 'also' and 'too' in Lessons 6 and 7. They can do this orally or write the sentences in their notebook.
- The pupils share information with the rest of the class.

Activity Book

Activity 1: Develop your writing skills

Write new sentences. Use *and*, *also* and *too*.

- The pupils work on their own or in pairs to rewrite the sentences using *and*, *also* and *too*.

Answers: 1 The material is soft and strong. 2 There's a pocket for a torch. There's a pocket for a notebook, too. 3 This material is cheap. This material is also good for the environment. 4 This T-shirt is bright and colourful.

Activity 2: Plan your writing

Work with a partner. Plan a magazine article. Make notes.

- Read out the question and elicit examples of how pupils can complete each section. If necessary, write these ideas on the board.
- Organise the class into Writing Partners. The pupils think of an amazing piece of clothing and complete their writing notes.

Activity 3

Now write your magazine article in your notebook. Remember to start with the title and a question for the reader.

- The pupils work with their Writing Partner to write their magazine article in their notebooks.
- Remind the class to write the title at the top of the page and then begin with a question for the reader. The rest of the article should be a description and an opinion.

Activity 4

Read your magazine article to a new partner. Then check your work together. Put a tick (✓) or a cross (X).

- Read through the statements as a class.
- Organise the class into new Writing Partners. One pupil reads aloud their text to their partner. The pupils work together to decide if the text fulfils the criteria and tick the corresponding boxes. The pupils can add, improve or correct the text at this stage.
- The pupils swap roles.

Odd one out activity

Which is the odd one out? Why?

- The pupils complete the odd one out activity.

Answers: address (It isn't used in a magazine article.)

Ending the lesson

Review the lesson and reflect on learning.






- Say **Today we've written a magazine article about some amazing items of clothing.**
- Ask **Which was your favourite activity today? Which activity was easy / difficult?**

Extra activity

Extension

- Ask the pupils to draw and label their amazing item of clothing in their notebooks.
- The pupils copy their article onto a piece of paper and illustrate it with a drawing of the clothing. Make a class display of their work.

Key Competences and Key Learning Outcomes

-  Talk about your favourite item of clothing
-  Listen to a text for general understanding
-  Listen to a text and identify key functional language
-  Review learning and reflect on progress
-  Sing a song

Key language

- *baseball boots, grey, hat, soft, T-shirt, warm, wool*
- *What's your favourite item of clothing? What's it like? Really? Is that right? Oh! No way!*

Materials

- Pupil's Book p16; Activity Book p13 and 14; Class CD1 and CD4; Teacher's App on Navio

Optional materials

- Teacher's Resource Bank: Trinity Exams Practice cards (selected from the Starter Unit)

At a Glance Lesson Plan

Pupil's Book

Starting the lesson

- Use the Trinity Exams Practice cards (optional).
- Review clothes.
- Set learning objectives.

Activity 1

- Describe the clothes.
- What kind of clothes do you think Julia likes?

Activity 2

- Listen to the conversation.
- ▶ *CD1 Track 18 p277*
- What's Julia's favourite item of clothing? Why?

Activity 3

- Listen again.
- ▶ *CD1 Track 18 p277*
- Complete four questions that Anna asks.

1 Lesson 8 Speaking and Self-evaluation

1 Describe the clothes. What kind of clothes do you think Julia likes?

2 Listen to the conversation. What's Julia's favourite item of clothing? Why?

3 Listen again. Complete four questions that Anna asks.

4 Prepare a conversation about your favourite item of clothing on page 13 in your Activity Book.

5 Reflect on the unit. Read and think about your learning. What can you do now?

Go to the Song Bank, page 125.

Go to the Unit Review on page 14 in your Activity Book.

Key learning outcomes: listen to and have a conversation about favourite clothing; review learning and reflect on progress in the unit.

Activity 4

- Prepare a conversation about your favourite item of clothing on page 13 in your Activity book.
- ➔ Go to page 13 in the Activity Book.

Song

- ▶ *CD4 Track 18 p296*
- ▶ *CD4 Track 19 p297 (optional karaoke version)*

Activity 5

- Reflect and think about your learning. What can you do now?
- ➔ Go to page 14 in the Activity Book.

Ending the lesson

- Review the lesson and reflect on learning.

Extra activity

- Play a guessing game to review clothes vocabulary.

Activity Book

Lesson 8 Speaking and Self-evaluation 1

1 Complete the conversation. Use expressions to show interest. Act out.

2 Prepare a conversation.

3 Write questions to ask your partner.

4 Have a conversation.

5 Reflect on the unit. Read and complete the sentences.

6 Which is the odd one out? Why? helmet / bike / gloves / goggles

Activity Book page 14: Review

- Work with a partner to do the quiz.

Activity Book

Activity 1

- Complete the conversation.
- Use expressions to show interest.
- Act out.

Activity 2

- Make notes about your favourite item of clothing.

Activity 3

- Write questions to ask your partner.

Activity 4

- Talk with a partner about your favourite item of clothing.

Activity 5

- Read and complete the sentences.

Odd one out activity

- Which is the odd one out? Why?

Digital resources

Teacher's Digital: You can also teach this lesson using the Teacher's App on Navio.



Detailed Lesson Plan

Starting the lesson

Use the Trinity Exams Practice cards (optional).

- The pupils practise asking and answering questions.

Review words for clothes and clothes adjectives.

- Invite a pupil to the front. Describe what he/she is wearing, but make some deliberate mistakes. Say **Is that correct?** Elicit the correct description. Pupils repeat the activity in groups.

Set learning objectives.

- Say **Today we're going to prepare a conversation about our favourite item of clothing.**

Pupil's Book Activity 1

Describe the clothes. What kind of clothes do you think Julia likes?

- Ask different pupils to describe the clothes. Explain that they are going to hear a girl called Julia talk about her clothes with her friend, Anna. Ask pupils what kind of clothes they think she likes, based on the clothes that they can see.

Pupil's Book Activity 2

Listen to the conversation. What's Julia's favourite item of clothing? Why?

► **CD1 Track 18 p277**

- Play the CD. Ask pupils if all the clothes belong to Julia (*No, the baseball boots belong to Anna*).

Answer: Julia's favourite is 1.

Pupil's Book Activity 3

Listen again. Complete four questions that Anna asks.

► **CD1 Track 18 p277**

- Direct pupils to the four question prompts. Ask if they can remember the questions.
- Play the CD. Pupils check in pairs. Then play again and check as a class.

Answers: What's it like?; When do you wear the hat?; Where did you buy it?; Why do you like it so much?

Pupil's Book Activity 4

Prepare a conversation about your favourite item of clothing on page 13 in your Activity Book.

- Read the speech bubbles with the pupils. Model the phrases in the Conversation Time box and get the class to repeat. Point out that they should use intonation to sound interested.

Song

- Go to the Song Bank on page 125 to do the song activities (see p243).
- **CD4 Track 18 p296**
- **CD4 Track 19 p297 (optional karaoke version)**

Pupil's Book Activity 5

Read and think about your learning. What can you do now?

- Read the speech bubbles and notes with the pupils. Then look back through the unit and prompt them to identify things that they have done/learnt.

Activity Book page 14: Review

Work with a partner to do the quiz.

- Organise the class into pairs. Set a time limit for the pupils to do the quiz. This time limit will depend on the ability of the class (10–15 minutes). Stress that the pupils are not competing with each other.
- Read out the six tasks that the pupils have to complete. Check understanding. Then say **Ready, steady ... Go!**
- The pupils work in their pairs to do the quiz.
- Correct the answers as a class.

Answers: **1** 1 Three from: trousers, leggings, jeans, tracksuit **2** tie, suit **3** Three from: hat, gloves, scarf, coat **2** tight, patterned, unfashionable, casual, short-sleeved, uncomfortable **3** 1 is doing **2** like **3** go **4** aren't eating **5** are making **4** Present simple: usually, often, never, sometimes Present continuous: at the moment, now, this morning, right now **5** 1 isn't big enough. **2** The trousers are too short. **3** The shirt isn't tight enough. **4** The shoes are too uncomfortable. **6** tracksuit, what you wear to do exercise

Activity Book

Activity 1

Complete the conversation. Use expressions to show interest. Act out.

- Demonstrate the dialogue with a pupil. Then pupils complete and perform the dialogue in pairs.

Activity 2

Make notes about your favourite item of clothing.

- Tell pupils about your favourite item of clothing. Then pupils complete the boxes with their own information.

Activity 3

Write questions to ask your partner.

- Direct pupils to the five headings in Activity 2 and explain that they need to form questions about them. Then pupils complete the questions alone. Check as a class.

Answers: **1** What's your favourite item of clothing? **2** What's it like? **3** Why do you like it/them? **4** When do you wear it/them? **5** Where did you buy it/them?

Activity 4

Talk with a partner about your favourite item of clothing.

- In pairs, pupils ask and answer the questions from Activity 3.
- Invite one or two pairs to perform their conversations for the class.

Activity 5

Read and complete the sentences.

- Pupils work alone to review their work in the unit.

Odd one out activity

Which is the odd one out? Why?

Answer: 1 bike (You don't wear it.)

Ending the lesson

Review the lesson and reflect on learning.

- Say **Today we've learnt how to have a conversation about our favourite item of clothing.**

Key Competences and Key Learning Outcomes

- Watch and understand a video about making clothes
- Design a sports kit

Key language

- *comfortable, creative, fashionable, fashion designer, interview, material, sew, sewing machine, sketch, smart, spotted, research*
- *I think shorts are a good idea. I agree. What else? What about having a bag for the sports kit?*

Materials

- Pupil's Book p17; Activity Book p15; Class CD1; Teacher's App on Navio
- Teacher's Resource Bank: Talk cards

Optional materials

- Teacher's Resource Bank: Trinity Exams Practice cards (selected from the Starter Unit)

At a Glance Lesson Plan

Starting the lesson

- Use the Trinity Exams Practice cards (optional).
- **Think-Pair-Share** Review clothes and clothes adjectives.
- Set learning objectives and use the talk cards.

Activity 1

- Before you watch
- Watch the video.
- **Unit 1 video p300**
- Read and say the sentences in the correct order.

Activity 2

- Watch the video again.
- **Unit 1 video**
- What does Amy think about these clothes?
- Do you agree?

Activity 3

- Read, think and answer.

Digital resources

Teacher's Digital: You can also teach this lesson using the Teacher's App on Navio.

Pupil's Digital: Encourage your pupils to use the Pupil's App on Navio to practise the activities from this lesson.



Pupil's Book

Video and 21st Century Skills 1

Welcome to Channel 21! Our first programme is about fashion. Are you interested in fashion? What's your style?

1 Watch the video. Read and say the sentences in the correct order.

- The fashion designer talks about her ideas.
- The fashion designer checks the clothes.
- The fashion designer sketches her ideas.
- The fashion designer cuts the material.
- The fashion designer sews the material.

2 Watch the video again. What does Amy think about these clothes? Do you agree?

3 Read, think and answer.

Developing your ideas

Do some research. Talk about your ideas. What's your idea? Write it down.

4 Work with a partner. Read and decide which items you will include in your sports kit.

Design competition

Are you creative? Do you like designing clothes? We need a new sports kit for the school basketball team. Send your designs to MrPalmerPE@school.com. The winner will receive an amazing drawing tablet.

I think shorts are a good idea. I agree. Let's write that down. What else? What about having a bag for the sports kit?

Key learning outcomes: watch and understand a video about fashion. Use ways of thinking: developing knowledge.

Activity 4

- Work with a partner.
- Read and decide which items you will include in your sports kit.

Go to the Activity Book

Ending the lesson

- Review the lesson and reflect on learning.

Extra activity

- Play a guessing game to review clothes vocabulary.

Activity Book

Video and 21st Century Skills 1

Developing your ideas

1 Listen and look. Which is the children's design? Tick (✓) the items of clothing.

2 Listen again. Number the sentences in the order the children say them.

3 **Cooperative learning** Work with a partner. Develop your ideas for a basketball kit. Sketch the kit.

4 Share your ideas with another pair. Listen to their suggestions. Do you want to make any changes to your design?

Activity Book

Activity 1

- Listen and look.
- Which is the children's design? Tick (✓) the items of clothing.

CD1 Track 19 p277

Activity 2

- Listen again. Number the sentences in the order the children say them.

CD1 Track 19 p277

Activity 3

- Work with a partner.
- Develop your ideas for a basketball kit.
- Sketch the kit.


Activity 4

- Share your ideas with another pair.
- Listen to their suggestions.
- Do you want to make any changes to your design?

Detailed Lesson Plan

Starting the lesson

Think-Pair-Share Review words for clothes and clothes adjectives.

- Ask **How many different clothes and clothes adjectives can you think of?** The class thinks silently for a minute.
-  Then the pupils work with a Talk Partner to name clothes and clothes adjectives.
- Invite different Talk Partners to say a different clothes word or clothes adjective. Hold up the corresponding flashcard and prompt the class to repeat the word.

Set learning objectives.

- Say **Today we're going to watch a video and then ask and answer questions about making clothes.**
- Explain to the pupils that in every unit they will watch a TV programme called Channel 21, which is presented by two children called Amy and Max. Each video will cover a different topic.

Pupil's Book Activity 1

Before you watch

- Look at the photo of Amy and Max and explain that these are the presenters of Channel 21.
- Read the speech bubble to pupils. Ask **Are you interested in fashion? What's your style?** Elicit responses from a number of pupils.

Watch the video. Read and say the sentences in the correct order. p300

- Watch Part 1 of the video. Ask pupils **What are you going to see next?**
- Play Part 2 of the video. Ask general questions to check understanding. Direct pupils to look at the sentences a–e in Activity 1. Say **Which sentence is first?** Pupils offer ideas.
- Play the video again and check answers as a group.

Answers: 1 c 2 a 3 d 4 e 5 b

Pupil's Book Activity 2

Watch the video again. What does Amy think about these clothes? Do you agree?

- Explain that you are going to listen for Amy's opinions on the clothes.
- Ask a pupil to describe the clothes in picture 1. Repeat with pictures 2–4.

Answers: 1 She thinks these clothes are cool.
2 She doesn't like the flowery design. 3 and 4 She thinks these clothes are smart.

Pupil's Book Activity 3

Read, think and answer.

- Tell pupils that in the last part of the video Amy and Max talk about developing ideas when you design clothes.
- Read the speech bubble with the class. Then read the three tips. Ask if pupils remember any more tips that Amy and Max talk about in the video, and who says it. (*Amy says 'Be practical.'*)
- Tell pupils they are going to design a sports kit in the next activity. Pupils work in pairs to think of more tips for how to develop their ideas before they start designing. Make a class list of all the tips.

Pupil's Book Activity 4

Work with a partner. Read and decide which items you will include in your sports kit.

- Read the poster with the pupils. Ask general questions to check understanding.
- Pupils work in pairs to decide what items they will include in their sports kit. Tell them they can include any items they like.

Activity Book

Activity 1

Listen and look. Which is the children's design? Tick (✓) the items of clothing.

 CD1 Track 19 p277

Answers: 1 the fourth T-shirt (striped with a star)
2 the first pair of shorts (plain and black)
3 the third pair of socks (short and white)

Activity 2

Listen again. Number the sentences in the order the children say them.

 CD1 Track 19 p277

- Read the sentences with the pupils and ask which line the children say first (d). Ask if they remember which sentence the children say next. Then play the CD, pausing when each line is said to allow the pupils to write the number.

Answers: 1 d 2 a 3 f 4 b 5 e 6 c

Activity 3

Work with a partner. Develop your ideas for a basketball kit. Sketch the kit.

- Organise the pupils into the same pairs that they worked in for Activity 4 in the Pupil's Book. Ask pupils to remember which clothes items they already chose for their kit.
- Pupils work together to design their kit. Help them to put the ideas for developing their ideas into practice.

Activity 4

Share your ideas with another pair. Listen to their suggestions. Do you want to make any changes to your design?

- Ask pupils to remember the different items in the children's kit from Activity 1. Tell them you want to make some suggestions about how to change the design. Say **I like the star on the T-shirt, but I think one star is a bit boring. I prefer three stars.** Ask pupils for some different suggestions to change the design.
- Pupils work in groups of four to show each other their designs, and think of suggestions about how to change them.

Ending the lesson








Review the lesson and reflect on learning.

- Say **Today we've watched a video about designing clothes. What have we learnt about developing our ideas?** Elicit ideas from the pupils.

Date: _____

Unit: _____

1 What did my pupils learn in this unit?

2 How did my pupils work? (✓)individually in pairs in small groups in large groups as a class **3 Which key competences did my pupils develop? Give a score from 1 to 5 (5 being the highest).**
 Competence in linguistic communication
 Competence in mathematics, science and technology
 Digital competence
 Learning to learn
 Social and civic competences
 Sense of initiative and entrepreneurship
 Cultural awareness and expression
4 Which lessons / activities were the most successful and why?

5 Which lessons / activities did my pupils find the most difficult and why?

6 What did I try in the classroom for the first time? How did it go?

7 Which resources did I find most useful? (including webpages)

8 What could I do differently next time I teach this unit?

Unit 2

Adventure holiday

Unit overview

Key Competences and Key Learning Outcomes



- Review and learn the names of outdoor activities and equipment (Lesson 1)
- Identify and review the past simple (Lesson 2)
- Review the formation of 'Wh-' questions in the past simple (Lesson 4)
- Review and learn objects in a survival kit (Lesson 5)
- Learn about and practise using time connectives (Lesson 7)
- Talk about your favourite place to visit (Lesson 8)
- Watch and understand a video about adventurous sports (Video and 21st Century Skills)



- Learn about prehistoric art (Lesson 3)



- Use the Pupil's App on Navio
- Investigate France (Lesson 3)



- Identify and practise intonation in questions (Lesson 4)
- Reflect on your own learning (Lesson 8)
- Practise activity types found in the Cambridge Exams: A2 Key for Schools



- Think about the importance of looking after old things (Lesson 3)
- Prepare and give a presentation to the class (Lesson 8)
- Learn about safety equipment (Video and 21st Century Skills)



- Work in pairs and small groups to practise and reinforce learning (all lessons)
- Do a communication task (Lesson 5)



- Read and understand a story (Lesson 3)
- Learn about the Dordogne region of France and the history of cave paintings (Lesson 3)
- Read a travel blog (Lesson 6)
- Write a travel blog (Lesson 7)

Vocabulary

Core vocabulary

camping, compass, helmet, hiking, lifejacket, map, mountain biking, rock climbing, rucksack, torch, wetsuit, whitewater rafting; binoculars, camping stove, insect repellent, matches, rope, saucepan, sleeping bag, sun cream, walking boots, wildlife guidebooks

Extension vocabulary (optional)

abseiling, bungee jumping, canoeing, canyoning, kite surfing, snorkelling; alarm clock, water bottle, waterproof jacket, waterproof trousers

Other vocabulary

bike rack, blog, campsite, caravan, canyoning, clouds, equipment, helicopter, hole, lightening, shower, thunder, treasure; goat, deer; climb, find, explore, get lost, put up a tent; lantern, meanwhile, paintings, secret, spectacular, timeline, tunnels; adventurous, icy, paragliding, race, rocks, scary, skiing, snowboarding, tighrope walking

Recycled vocabulary

beach, cliff, cow, duck, horse riding, rain, river, rocks, wet, woods; cousins, family, parents; after an hour, at 11 o'clock, at first, finally, first of all, soon, suddenly, then; sunny, tired; tell; had breakfast, cereal, cheese, fried eggs, hot dog, toast

Structures

Core structures

I / He / She / It was / wasn't really loud. You / We / They were / weren't really loud. Was I / he / she / it cold? / Were you / we / they cold? I / He / She / It / You / We / They jumped / didn't jump. Did I / you / he / she / it / we / they jump? Where / When / Why did (you) go? What did (you) do? How did (you) get there? Who did (you) go with? How long did (you) go for?

Recycled structures

Do you want to go whitewater rafting? Yes, because I love water sports. We couldn't see very well. What do you want to take with you?

Pronunciation

Intonation in 'Did ...?' and 'Wh-' questions in the past



Literacy

Text type: a travel blog (chronological account; writing preparation)

Reading skills: skimming

Writing skills: using time connectives



Culture ... around the world

The discovery of ancient cave paintings in France



21st Century Skills

Digital skills: researching a topic online



Thinking skills

Matching words and pictures (Lesson 1); Analysing and applying rules (Lessons 2 and 4); Predicting (Lesson 2); Hypothesising (Lesson 3); Defining and describing (Lesson 5); Finding information (Lesson 6); Planning, checking and correcting (Lesson 7); Seeing another's point of view (Lesson 8); Reflecting on learning (Lesson 8)



Cooperative learning

Working together (Lessons 1-8); Collaborating (Lessons 1-8); Checking learning (Lessons 1-8); Peer evaluation and feedback (Lesson 7); Helping and encouraging (Lessons 1-8); Reaching agreement (Lesson 8); Reflecting and setting goals (Lesson 8)

Values

The importance of looking after old things

Cross-curricular links

Links to Science

Prehistoric art

Suggested Arts and Crafts concepts

Scale and proportion

Key Competences and Key Learning Outcomes

- Identify and say the names of outdoor activities and equipment
- Listen to definitions and identify the words
- Read an adventure holiday itinerary and complete a matching exercise
- Talk about activities you want to do

Key language

- camping, compass, helmet, hiking, lifejacket, map, mountain biking, rock climbing, rucksack, torch, wetsuit, whitewater rafting; campsite, caves, cheese, equipment, get lost, horse riding, picnic, prizes, quiz, relax, spectacular, woods*
- Do you want to go whitewater rafting? Yes, because I love water sports. What do you want to take with you?*
- Extension:** *abseiling, bungee jumping, canoeing, canyoning, kite surfing, snorkeling*

Materials

- Pupil's Book pp18-19; Activity Book p16; Class CD1; Teacher's App on Navio
- Outdoor activities and equipment flashcards

Optional materials

- Teacher's Resource Bank: Trinity Exams Practice cards (selected from the Starter Unit and Unit 1)

At a Glance Lesson Plan

Starting the lesson

- Use the Trinity Exams Practice cards (optional).
- Review weather, clothes and outdoor activities.
- Set learning objectives.

Activity 1

- Look at Danielle's photos.
- Answer the questions.

Activity 2

- Can you think of ten activities that you do outdoors?

Vocabulary presentation

- Present the unit vocabulary using the outdoor activities and equipment flashcards.

Activity 3

- Look and match.
- Listen, check and repeat.
- CD1 Track 20 p277

Activity 4

- Listen and do the vocabulary quiz.
- CD1 Track 21 p277

Activity 5

- Read the rest of Danielle's message.
- Then read about the adventure holiday.
- Match the photos to the days.

Pupil's Book

Unit 2 Adventure holiday

Lesson 1 Vocabulary

Objectives In this unit, I will ...

- learn the names of outdoor activities and equipment.
- describe events in the past and ask questions about them.
- learn about France and about prehistoric cave paintings.
- ask and answer about my last summer holiday.
- read and write a travel blog.
- have a conversation about my favourite place to visit.
- learn how to research a topic online.

Thinking Skills Read the rest of Danielle's message. Then read about the adventure holiday. Match the photos to the days.

Family camping adventure in the Dordogne

Day 1 Arrive at the campsite and put up the tents. Don't forget to bring your tent pegs and a hammer!

Day 2 Go whitewater rafting! We supply wetsuits and lifejackets. By the afternoon, you can visit the local cheese market.

Day 3 Get up early! Climb through beautiful woods. Stop for a picnic, lunch!

Day 4 Fine day! Pull up the tent, wash, spectacular views or go hiking or try rock climbing!

Day 5 Take the bus to the local caves and go rock climbing (we supply all the equipment, including harness).

Day 6 Family hiking trip. You'll learn how to use a compass and read a map. You'll never get lost again!

Comments Ask and answer about the adventure holiday.

Do you want to go whitewater rafting? Yes, because I love water sports. What do you want to take with you? A towel!

Key Learning Outcomes: Identify and say the names of outdoor activities and equipment. Listen to definitions and identify the words. Read an adventure holiday itinerary and complete a matching exercise. Talk about activities you want to do. Vocabulary: outdoor activities and equipment.

Ending the lesson

- Review the lesson and reflect on learning.

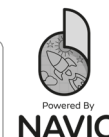
Extra activities

- Extension**
- Find out about France.
- Vocabulary extension**
- Present six additional vocabulary items.

Digital resources

Teacher's Digital: You can also teach this lesson using the Teacher's App on Navio.

Pupil's Digital: Encourage your pupils to use the Pupil's App on Navio to practise the activities from this lesson.



Activity Book

Unit 2 Adventure holiday

Lesson 1 Vocabulary

1 Write the words and phrases in the puzzle.

2 Read and complete the definitions.

1 You go _____ on rivers that flow very fast. You sit in a boat with other people.

2 _____ is a type of cycling. You do it on rough ground.

3 You wear a _____ to protect your head.

4 You use a _____ to show which direction to go in. It is usually round.

5 You wear a wetsuit _____.

6 You use a rucksack _____.

3 Read and remember the grammar in the lesson.

Do you want to go whitewater rafting? What do you want to take with you?

4 Look and write the questions. Use *want to*. Answer.

1 _____? Yes, I do.

2 _____?

Which is the odd one out? Why? camping / wetsuit / hiking / rock climbing

Activity Book

Activity 1

- Write the words and phrases in the puzzle.

Activity 2

- Read and complete the definitions.

Activity 3

- Read and remember the grammar in the lesson.

Activity 4

- Look and write the questions. Use *want to*. Answer.

Odd one out activity

- Which is the odd one out? Why?

Detailed Lesson Plan

Starting the lesson

Use the Trinity Exams Practice cards (optional).

- The pupils practise asking and answering questions.

Review weather, clothes and outdoor activities.

- Ask **What's the weather like today? When it's (rainy / sunny) what clothes do you wear? When it's (rainy / sunny) what activities do you do?**

Set learning objectives.

- Say **Today we're going to remember and learn the names of different outdoor activities and some equipment we use for these activities.**

Pupil's Book Activity 1

Look at Danielle's photos. Answer the questions. 

- Invite a pupil to read out the speech bubble to find out who has found the balloon. Ask the class if they know where France is and if anyone has been there.
- Invite a pupil to read out the message from Danielle and check understanding.
- Work as a class to read and answer the questions about the photos.

Answers: 1 on an adventure holiday 2 whitewater rafting, camping, hiking, rock climbing, mountain biking 3 helmets, lifejackets, rucksacks

Pupil's Book Activity 2

Can you think of ten activities that you do outdoors? 

- Say **Write the numbers 1 to 10 in your notebook. In pairs, think of ten activities you do outdoors.**

Vocabulary presentation

- Present the unit vocabulary using the outdoor activities and equipment flashcards. Write **Activities** and **Equipment** on the board. Show the first flashcard and elicit / say the name of the activity or object.
- Invite a pupil to stick the card on the board under the correct heading. Repeat with the other cards.

Pupil's Book Activity 3

Look and match. Listen, check and repeat.

► CD1 Track 20 p277

- Focus the class on item number 1 in the photo. Ask **Which object or activity is this?** The pupils work in pairs to match numbers 2–12 and the words.
- Play the CD. The pupils listen and check.
- Play the CD again, pausing after each word for the pupils to repeat.

Pupil's Book Activity 4

Listen and do the vocabulary quiz.

► CD1 Track 21 p277

- Play the CD. Listen to the first definition, pausing at the beep to allow the pupils to name the item. Continue with the CD to listen to the answer.
- Repeat the procedure with the other definitions.

Pupil's Book Activity 5

Read the rest of Danielle's message. Then read about the adventure holiday. Match the photos to the days. 

- Invite a pupil to read the message. Invite another pupil to read the text from the website. The pupils match photos a–e to the days.

Pupil's Book Activity 6

Ask and answer about the adventure holiday. 

- Invite two pupils to read out the speech bubbles.
- The pupils ask and answer questions in pairs.

Activity Book

Activity 1

Write the words and phrases in the puzzle.

- The pupils look at the pictures and write the words or phrases. They then work out the mystery word.

Answers: 1 rock climbing 2 torch 3 rucksack 4 hiking 5 wetsuit 6 map 7 life jacket 8 camping Mystery word: mountain

Activity 2

Read and complete the definitions.

- The pupils complete the definitions.

Answers: 1 whitewater rafting 2 Mountain biking 3 helmet 4 compass 5 to keep you warm. 6 to carry your equipment.

Activity 3

Read and remember the grammar in the lesson.

- Invite a pupil to read out the information. Focus the group's attention on the 'to' form used after 'want'.

Activity 4

Look and write the questions. Use **want to**. 

Answer.

- The pupils work on their own to complete the dialogue.

Answers: 1 Do you want to go mountain biking? 2 Do you want to go hiking? Yes, I do. / No, I don't.

Odd one out activity

Which is the odd one out? Why?

- The pupils complete the odd one out activity.

Answers: wetsuit (It isn't an activity.)

Ending the lesson

Review the lesson and reflect on learning.

- Say **Today we've learnt the names of different activities and objects. What do you remember?**
- Ask **Which was your favourite activity today? Which activity was easy / difficult?**

Extra activities

Extension

- The pupils find France on the world map on pages 134–135. They read the accompanying facts.

Vocabulary extension

- Present six additional activities: *abseiling, bungee jumping, canoeing, canyoning, kite surfing, snorkelling.*
- Use the Vocabulary booster on NAVIO to practise these new words.

Key Competences and Key Learning Outcomes

- Listen to and read a dialogue
 - Use the past simple to talk about an event in the past
 - Ask and answer questions using the past simple
- LEARN**
- Practise activity types found in the Cambridge Exams: A2 Key for Schools

Key language

- *canyoning, caves, cold, jump, loud, river, rock, quiet, sound, waterproof*
- *I / He / She / It was / wasn't really loud. You / We / They were / weren't really loud. Was I / he / she / it cold? Were you / we / they cold? I / He / She / It / You / We / They jumped / they didn't jump. Did I / you / he / she / it / we / they jump? Danielle went canyoning with her family. Did you play tennis last weekend?*

Materials

- Pupil's Book p20; Activity Book p17; Class CD1; Teacher's App on Navio
- Teacher's Resource Bank: Outdoor activities and equipment word cards

Optional materials

- Teacher's Resource Bank: Trinity Exams Practice cards (selected from the Starter Unit and Unit 1)

At a Glance Lesson Plan

Starting the lesson

- Use the Trinity Exams Practice cards (optional).
- Review outdoor activities and equipment.
- Set learning objectives.

Activity 1

- Look at the photo.
 - What's this activity?
 - Read and listen to find out.
- CD1 Track 22 p278

Activity 2

- Read and say *true* or *false*.
- Correct the false sentences.

Pupil's Book

2 Lesson 2 Grammar

1 Look at the photo. What's this activity? Read and listen to find out.

Hi Danielle. Thanks for the photos. Do you do any adventure activities?

Yes, I went canyoning with my family last weekend.

Canyoning? What's that?

You walk along narrow rivers between rocks. Wait - I'll send you a photo.

That looks fun... and a bit scary! Did you enjoy it?

Oh yes. We jumped and climbed over rocks and swam a bit, too. The best thing was the sound of the water!

What do you mean?

The water was really loud. We couldn't hear anything. It was really exciting! Then later, we went into some beautiful caves and it was really quiet.

Was it dark inside the caves?

Yes, but we brought some waterproof torches with us. I know a great story about some caves near here. I'll send it to you.

2 Communicate Read and say *true* or *false*. Correct the false sentences.

- Danielle went canyoning with her friends.
- Danielle didn't like canyoning.
- It was noisy inside the caves.
- It was easy to see inside the caves.

3 Look and learn.

Grammar Wall

Past simple

The verb to be	was	really loud.
I/He/She/It	wasn't	
You/We/They	were	
	weren't	
Was	I/he/she/it	cold?
Were	you/we/they	

Regular verbs

I/He/She/It/You/We/They	jumped.	didn't jump.
Did	I/he/she/it/you/we/they	jump?

4 Read and think. Answer.

Think about grammar

Many verbs are irregular. These don't end with -ed in the past simple. What are the past simple forms of go and swim?

5 Look at the dialogue in Activity 1 again. Find examples of:

- the past simple of go
- a regular past simple verb
- an irregular past simple verb
- a past simple question
- the past simple of can?

6 Communicate Ask and answer about last weekend.

Did you play tennis last weekend?

No, I didn't.

Did you go to the cinema?

Yes, I did.

20

Key learning outcome: use the past simple to talk about an event in the past Grammar: past simple.

Activity 3

- Look and learn - Grammar wall

Activity 4

- Read and think.
- Answer.

Activity 5

- Look at the dialogue in Activity 1 again.
- Find examples of:

Activity 6

- Ask and answer about last weekend.
- Go to the Activity Book.

Ending the lesson

- Review the lesson and reflect on learning.

Extra activity

- Reinforcement**
- Make true and false sentences about your last weekend.

Activity Book

Lesson 2 Grammar 2

1 Read and circle the correct words.

1 Danielle went / go canyoning last weekend.
2 The caves was / were really quiet.
3 We wasn't / weren't good at rock climbing.
4 Did you jump / jumped into the river?
5 It was dark and I couldn't / wasn't see the compass.
6 They didn't / don't swim across the river yesterday.

2 Read and complete. Use the past simple.

Danielle 1 went (go) canyoning in the summer with her family. She 2 wore (wear) trainers and a helmet. They 3 walked (swim) and 4 walked (walk) along the river. The water 5 was (be) loud and she 6 couldn't (not can) hear anything. Later, they 7 looked (look) at some caves. At the end they 8 were (be) very tired.

3 Listen and complete the notes.

What did George do on Saturday?

Activity: (1) _____
He went with: (2) _____
The walls: easy - yellow, medium - (3) _____, difficult - red
Equipment: They give you ropes and a (4) _____
Price: (5) _____ for one hour
Opening times: Saturday, 9am until (6) _____

4 Read and answer. Ask and answer.

- What are your three favourite outdoor activities?
- Choose one of your favourite activities. What equipment do you need?
- What did you do last weekend?

Which is the odd one out? Why? canyoning / whitewater rafting / swimming / cycling

Activity Book

Activity 1

- Read and circle the correct words.

Activity 2

- Read and complete. Use the past simple.

Activity 3

- Listen and complete the notes.

► CD1 Track 23 p278

Activity 4

- Read and answer. Ask and answer.

Odd one out activity

- Which is the odd one out? Why?

Digital resources

Teacher's Digital: You can also teach this lesson using the Teacher's App on Navio.

Pupil's Digital: Encourage your pupils to use the Pupil's App on Navio to practise the activities from this lesson.



Detailed Lesson Plan

Starting the lesson

Use the Trinity Exams Practice cards (optional).

- The pupils practise asking and answering questions.

Review outdoor activities and equipment.

- Play the *Mime the card* game (see p27) with the outdoor activities and equipment word cards.

Set learning objectives and use the talk cards.

- Say **Today we're going to remember how to talk about things that happened in the past. At the weekend, last week or last summer.**

Pupil's Book Activity 1

Look at the photo. What's this activity? Read and listen to find out.

► CD1 Track 22 p278

- Prompt the class to describe what they can see in the photo. Ask **Where's Danielle? What's she doing? What's she wearing?**
- Ask the class if they know the name of this activity.
- Play the CD. The pupils listen and read the dialogue. Confirm that the activity is canyoning.

Pupil's Book Activity 2

Read and say *true* or *false*. Correct the false sentences.

- Organise the class into pairs. The pupils work together to read and say if the sentences are true or false. They should correct the false sentences in their notebooks.

Pupil's Book Activity 3

Look and learn – Grammar wall

- Read the information on the Grammar wall as a class.
- Use questions to encourage the pupils to think about form and identify / remember patterns. Ask **What's the past simple form of 'to be'? How many forms are there in the affirmative? What do you add to a regular verb to make a past simple form? Can you think of other regular verbs?**

Pupil's Book Activity 4

Read and think. Answer.

- Focus the pupils' attention on the Think about grammar box and read out the questions as a class. The pupils answer in pairs. Then check the answers as a class. (*Went, swam.*)

Pupil's Book Activity 5

Look at the dialogue in Activity 1. Find more examples of the past simple.

- Organise the pupils into pairs. Ask them to find examples of the past simple in the dialogue. They can do this orally or write the sentences in their notebooks.

Pupil's Book Activity 6

Ask and answer about last weekend.

- Ask a pupil the questions.
- Organise the class into pairs. The pupils ask and answer questions about last weekend.

Activity Book

Activity 1

Read and circle the correct words.

- Read out the first sentence. Prompt the class to identify the correct word. Highlight that the phrase 'last weekend' tells us the sentence is in the past.
- The pupils work on their own or in pairs to circle the correct words in the remaining sentences.

Answers: 1 went 2 were 3 weren't 4 jump 5 couldn't 6 didn't

Activity 2

Read and complete. Use the past simple.

- Explain to the pupils that they write the past simple form of the verb in brackets. Look at the example together.
- The pupils work on their own or in pairs to complete the remaining answers.

Answers: 1 went 2 wore 3 swam 4 walked 5 was 6 couldn't hear 7 looked 8 were

Activity 3

Listen and complete the notes.

► CD1 Track 23 p278

- Ask **What's he doing? (Rock climbing.) Have you ever tried this? Where can you do it? What do you need to wear?**
- Ask the class to read the notes. Then play the CD. The pupils listen and follow in their books.
- Play the CD a second time, pausing after each piece of key information. The pupils should write the missing information each time.
- Play the CD a third time, without stopping it.

Answers: 1 rock climbing 2 his dad 3 green 4 helmet 5 eight pounds 6 6pm

Activity 4

Read and answer. Ask and answer.

- Model the activity by asking a pupil the three questions. The pupils then write their own answers.
- The pupils ask and answer questions in pairs.

Odd one out activity

Which is the odd one out? Why?

- The pupils complete the odd one out activity.

Answers: cycling (It isn't a water sport.)

Ending the lesson

Review the lesson and reflect on learning.

- Say **Today we've learnt how to talk about things that we did in the past.**
- Ask **Which was your favourite activity today? Which activity was easy / difficult?**

Extra activity

Reinforcement

- Tell the class four things that you did last weekend, some true and others false. Ask pupils to guess which are true.
- Pupils write their own true / false sentences to read to their partner.

Key Competences and Key Learning Outcomes

- Read a story with a cultural focus
- Listen for specific information
- Learn about prehistoric art
- Use the Internet to investigate France
- Think about the importance of looking after old things
- Learn about the discovery of prehistoric cave paintings in France

Key language

- *bulls, cave, ceiling, climb / climbed, deer, find / found, hole, lantern, paintings, secret, tell / told, treasure, walls, woods*
- *The boys made the hole bigger. Is it safe? You have to wait your turn.*

Materials

- Pupil's Book p21; Activity Book p18; Class CD1; Teacher's App on Navio

Optional materials

- Teacher's Resource Bank: Trinity Exams Practice cards (selected from the Starter Unit and Unit 1)

At a Glance Lesson Plan

Pupil's Book

Starting the lesson

- Use the Trinity Exams Practice cards (optional).
- Review the past simple.
- Set learning objectives.

Activity 1:
Before you read

- Read and discuss.

Activity 2

- Listen and read.
- ▶ **CD1 Track 24 p278**
- ➔ Go to the Activity Book.

Values

- Read and discuss.

Lesson 3 Culture around the world 2

Before you read

1 **Thinking skills** **Read and discuss.**

- Have you seen cave paintings before?
- What can you see in this cave painting?
- How old do you think the painting is?

Danielle sent me this story about the discovery of prehistoric cave paintings near where she lives in France.

2 **Listen and read.**

The fantastic discovery

For many years, people in the village of Montignac in the Dordogne told stories about the woods nearby. They said that there was treasure in caves under the woods.

1 In 1940, four boys - Marcel, Georges, Simon and Jacques - and their dog, Robot, went to look for the treasure.

2 Robot ran ahead and found a hole by a tree.

The boys made the hole bigger. Then, one by one, they climbed into it.

Is it safe, Marcel?

Yes, I think so. Come on!

Come on! Let's try to find this treasure.

This is it! It's the entrance to the caves.

Yes, I think so. Come on!

3 All four boys were now safely inside a big dark cave. They used a lantern to look up at the walls and the ceiling.

At first, they kept the cave a secret, but then they told some friends. Soon everyone wanted to see the cave.

They told their teacher, Mr Laval. He brought a friend who was an expert.

BOYS AND THEIR DOG DISCOVER PREHISTORIC CAVE PAINTINGS

Mr Robert Campbell lives with Anneke in Montignac, France. He is 50 years old. He has a dog called Robot. He likes to go to the woods near his house. He likes to look for treasure.

Wow! They look like bulls and deer. I think they're really old paintings.

You can go in, but you have to wait your turn.

After you read

Go to page 18 in your Activity Book.

Values

- The cave paintings are thousands of years old. Do you think it's important to look after old things? Why?

Key learning outcomes: read a story with a cultural focus; listen for specific information
Values: the importance of looking after old things

Ending the lesson

- Review the lesson and reflect on learning.

Extra activities

- Discuss cave paintings in your country.
- Make a list of old buildings, paintings or sculptures around the world.

Activity Book

2 Lesson 3 Culture around the world: France

After you read

1 **Remember the story. Read and answer the questions.**

- 1 Who is the village of Montignac? It's _____.
- 2 What did the boys want to find? They _____.
- 3 What did they use to see inside the cave? They _____.
- 4 What did they see on the walls of the cave? They _____.
- 5 What was the name of the boys' teacher? He _____.
- 6 Who did their teacher bring to the cave? He _____.

2 **Listen and complete Callum's story review. Write one word each time. Circle the correct number of stars.**

The fantastic discovery

This is a 1 _____ story set in 1940 in France. Four French boys and their 2 _____ Robot wanted to find some treasure in the woods. Robot found a hole and the boys 3 _____ into it. They saw some amazing paintings of 4 _____ inside a huge cave. They kept the cave a secret, but then they decided to 5 _____ it to some friends and their teacher. Their teacher brought an 6 _____ to the cave. He told the boys that the paintings were over 7 _____ years old. My favourite part was the moment they saw the 8 _____ for the first time. Opinion: I think the story is really 9 _____ and I give it 10 _____ stars. ★★★★★

3 **Thinking skills** What do you think of the story? I think _____ with you give it _____ stars. ★★★★★

4 **Find out about France and the Dordogne with your family.**

- 1 What countries have borders with France?
- 2 What are the three biggest cities in France?
- 3 What's the name of a very famous museum in France?
- 4 Is the Dordogne the name of a mountain, a river or a lake?
- 5 How many castles are there in the Dordogne?

Which is the odd one out? Why? told / climbed / went / discover

Activity Book: After you read

Activity 1

- Remember the story. Answer the questions.

Activity 2

- Listen and complete Callum's story review.
- ▶ **CD1 Track 25 p278**
- Write one word each time. Circle the correct number of stars.

Activity 3

- What do you think of the story?

Activity 4

- Find out about France and the Dordogne with your family.

Odd one out activity

- Which is the odd one out? Why?

Digital resources

Teacher's Digital: You can also teach this lesson using the Teacher's App on Navio.

Pupil's Digital: Encourage your pupils to use the Pupil's App on Navio to practise the activities from this lesson.



Detailed Lesson Plan

Starting the lesson

Use the Trinity Exams Practice cards (optional).

- The pupils practise asking and answering questions.

Review the past simple.

- Make a false statement about what you did yesterday. Say **I played tennis yesterday**. The pupils guess if the statement is true or false. Repeat with another two sentences.
- Then invite individual pupils to come to the front of the class and take your role.

Set learning objectives.

- Say **Today we're going to read a story from France. We're going to find out about cave paintings.**

Pupil's Book Activity 1: Before you read

Read and discuss.

- Ask the class to look at the cave painting. Ask **What can you see in the painting?**
- Ask **How old do you think the painting is?** Encourage the class to make predictions. Say that they are going to find out the answer in the story.

Pupil's Book Activity 2

Listen and read.

► CD1 Track 24 p278

- Play the CD. The pupils follow in their books. Confirm that the painting is about 17,000 years old.
- Ask questions to check understanding.

Suggested comprehension questions:

- Frame 1: **What are the names of the boys?** (*Marcel, Georges, Simon and Jacques.*)
- Frame 2: **Who found the entrance to the caves?** (*Robot, the dog.*)
- Frame 3: **Who climbed into the hole first?** (*Marcel.*)
- Frame 4: **What did they see?** (*Old paintings on the walls and the ceiling.*)
- Frame 5: **Did they let people into the cave?** (*Yes.*)
- Frame 6: **Who did they tell?** (*Their teacher.*)

Activity Book: After you read

Activity 1

Remember the story. Read and answer the questions.

- Ask individual pupils to read out the questions.
- The pupils work on their own to order the sentences.

Answers: 1 in the Dordogne. 2 wanted to find treasure. 3 used a lantern. 4 saw old paintings. 5 name was Mr Laval. 6 brought a friend who was an expert.

Activity 2

Listen and complete Callum's story review. Write one word each time. Circle the correct number of stars.

► CD1 Track 25 p278

- Read out the story review as a class. Ask the pupils to guess the missing words.
- Play the CD without pausing. The pupils should listen and complete as much of the information as possible.
- Play the CD again, pausing after each piece of key information to check the information and spelling. The pupils circle the correct number of stars.

Answers: 1 true 2 dog 3 climbed 4 animals 5 show 6 expert 7 17,000 8 paintings 9 exciting 10 four

Activity 3

What do you think of the story?

- The pupils write their opinion and give a rating.
- Invite the pupils to share their opinions with the class.

Activity 4

Find out about France and the Dordogne with your family.

- Read out the questions about France. Ask **Where can you find out this information?** (*Internet, library, asking friends and family.*) The pupils complete the activity at home.
- If you prefer to do this activity in the class, connect to a children's website which has information about France such as: www.kids-world-travel-guide.com/france-facts.html. Read out the questions. The pupils work as a class to find the answers.

Answers: 1 Germany, Spain, Andorra, Belgium, Luxembourg, Switzerland, Monaco and Italy. 2 Paris, Marseille, Lyon. 3 Louvre 4 A river. 5 More than 1,500.

Odd one out activity

Which is the odd one out? Why?

- The pupils complete the odd one out activity.

Answers: discover (It isn't in the past simple.)

Values

- Read out the statement and the questions. Discuss as a class. Encourage the pupils to think about what people learn from old things. Talk about museums and the discovery of other old things.
- You can also say that the people who ran the caves at Lascaux had many problems with bacteria from visitors visiting the paintings. They built a replica cave for people to visit and they have closed the original cave to protect the paintings.

Ending the lesson

Review the lesson and reflect on learning.

- Say **Today we've read a story from France.**
- Ask **Which was your favourite activity today? Which activity was easy / difficult?**

Extra activities

Extension

- Ask **Do you know any cave paintings in your country?** In Spain, the Altamira caves in Santander are from a similar period.
- If you have time, organise the class into groups to put together a list of old buildings, paintings or sculptures from around the world. Discuss their lists as a class.

Key Competences and Key Learning Outcomes

- Act out a short dialogue in pairs
- Learn how to form 'Wh-' questions in the past simple
- Identify and practise intonation in questions

Key language

- adventure, cousins, explore / explored, go by car, go camping / hiking, go last summer, go to an activity camp, parents
- Where / When / Why did (you) go? What did (you) do? How did (you) get there? Who did (you) go with? How long did (you) go for?

Materials

- Pupil's Book p22; Activity Book p19; Class CD1; Teacher's App on Navio

Optional materials

- Teacher's Resource Bank: Trinity Exams Practice cards (selected from the Starter Unit and Unit 1)

At a Glance Lesson Plan

Starting the lesson

- Use the Trinity Exams Practice cards (optional).
- Review the story from Lesson 3.
- Set learning objectives.

Activity 1

- Listen and read.
- CD1 Track 26 p278
- Act out.

Activity 2

- Look and learn – Grammar wall

Activity 3

- Read and think.
- Answer.

Digital resources

Teacher's Digital: You can also teach this lesson using the Teacher's App on Navio.

Pupil's Digital: Encourage your pupils to use the Pupil's App on Navio to practise the activities from this lesson.



Pupil's Book

2 Lesson 4 Grammar and Pronunciation

1 Listen and read. Act out.

2 Look and learn.

3 Read and think. Answer.

4 Look at the dialogue in Activity 1 again and make more questions to ask Tom.

5 Listen and read. What do the arrows show? Listen again and repeat.

6 Communicate. Ask and answer about your last summer holiday.

Grammar Wall

Wh- questions in the past

Where	Where	Who	How	How long	When	Why	Who	How	How long
Where	When	What	Why	Who	How	How long	Where	When	Why
Where	When	What	Why	Who	How	How long	Where	When	Why
Where	When	What	Why	Who	How	How long	Where	When	Why

Pronunciation

- When did you go there?
- Who did you go with?
- What did you do there?
- Did you go on Wednesday?
- Did you go with Max?
- Did you go canoeing?

Communicate

Ask and answer about your last summer holiday.

Where did you go on holiday?
I went to Wales.

When did you go?
I went in August.

Who did you go with?
I went with ...

Key learning outcomes: Identify and practise intonation in questions. Grammar: past simple questions.

Activity 4

- Look at the dialogue in Activity 1 again and make more questions to ask Tom.

Activity 5

- Listen and read.
- CD1 Track 27 p278
- What do the arrows show?
- Listen again and repeat.

Activity 6

- Ask and answer about your last summer holiday.
- Go to the Activity Book.

Ending the lesson

- Review the lesson and reflect on learning.

Extra activity

- Extension**
- Create quiz questions about famous people and places.

Activity Book

Lesson 4 Grammar and Pronunciation 2

Wh- questions in the past

1 Read and match.

- Does Tom like France?
- When did Tom go to France?
- How did he go there?
- Who did he go with?
- What did he do there?
- Did Tom see any cave paintings?

a He went with his parents and his cousins.
b No, he didn't.
c Yes, he does.
d He explored the rocks and the woods.
e He went by car.
f He went there three years ago.

2 Read and complete.

Who How When Where What How long

- _____ did you go on Sunday?
I went to the sports centre.
- _____ did you go with?
I went with my friend Finn.
- _____ did you do there? We went swimming.
- _____ did you go there? We went there by bus.
- _____ were you there for?
- We were in the swimming pool for an hour.
- _____ did you get home? At about five o'clock.

3 Listen and draw the correct arrows above the sentences.

PRONUNCIATION

- What did you do there?
- Did you go rock climbing?
- How long did you stay there?
- Why did you go mountain biking?
- Did you go by train?
- Did your brother go with you?

4 **Open up the learning** Work with a partner. Imagine an adventure activity weekend. Write questions and answers.

1 What / do? What did you do?
2 Where / go?
3 Why / go?
4 When / go?
5 Who / go with?
6 How / go there?
7 How long / go for?

For more grammar practice go to page 103.

Which is the odd one out? Why? train / rocks / car / bicycle

Activity Book

Activity 1

- Read and match.

Activity 2

- Read and complete.

Activity 3

- Listen and draw the correct arrows above the sentences.

► CD1 Track 28 p279

Activity 4

- Work with a partner. Imagine an adventure activity weekend. Write questions and answers.

Odd one out activity

- Which is the odd one out? Why?

Detailed Lesson Plan

Starting the lesson

Use the Trinity Exams Practice cards (optional).

- The pupils practise asking and answering questions.

Review the story from Lesson 3.

- Ask several yes/no questions about the story from Lesson 3, e.g. **Was the dog called Rupert?** (No.)

Set learning objectives.

- Say **Today we're going to learn how to ask questions in the past using words like 'What', 'Where' and 'Who'. We're going to practise our pronunciation of these questions too.**

Pupil's Book Activity 1

Listen and read. Act out.

▶ CD1 Track 26 p278

- Ask **What's Tom showing Callum? What do you think the photo shows?**
- Play the CD. The pupils listen and read the dialogue. Confirm that the photo is of Tom's trip to France. Check understanding by asking **Who did he go with?**
- Play the CD again, pausing after each sentence for the pupils to repeat.
- The pupils practise the dialogue in pairs.

Pupil's Book Activity 2

Look and learn – Grammar wall

- Read the information on the Grammar wall as a class.
- Ask **Which word tells us that the question is in the past? (Did.) Does 'did' go before or after the subject of the question? (Before.)**

Pupil's Book Activity 3

Read and think. Answer.

- Focus the pupils' attention on the Think about grammar box. Read out the questions as a class. The pupils should decide how to answer in pairs.

Pupil's Book Activity 4

Look at the dialogue in Activity 1 again and make more questions to ask Tom.

- Ask the pupils to look at the dialogue. They imagine that they are asking Tom more questions about his trip. They use the question prompts.
- Ask two pupils to come to the front of the class. One pupil asks a question and the other pretends to be Tom and answers. Use different pairs for each question.

Pupil's Book Activity 5

Listen and read. What do the arrows show? Listen again and repeat.

▶ CD1 Track 27 p278

- Focus the pupils' attention on the questions and the arrows above the words. Say **Look! The arrow above the questions goes up and down. Let's listen and find out why.** Play the CD. Identify that the intonation goes up and down, or down and up.
- Play the CD again. The pupils listen and repeat the questions. Ask the pupils how the intonation changes if the question begins with 'What' or with 'Did'.

Pupil's Book Activity 6

Ask and answer about your last summer holiday.

- Say **Think about your last summer holiday.**
- Ask two pupils to read out the speech bubbles.
- The pupils work in pairs to find out about each other's holiday.

Activity Book

Activity 1

Read and match.

- The pupils match the questions and answers.

Answers: 1 c 2 f 3 e 4 a 5 d 6 b

Activity 2

Read and complete.

- Read out the first question. Ask pupils what the missing word is.

- The pupils complete the remaining questions.







Answers: 1 Where 2 Who 3 What 4 How 5 How long 6 When

Activity 3

Listen and draw the correct arrows above the sentences.

▶ CD1 Track 28 p279

- Read the first two questions and model the intonation. The pupils practise in pairs as you go round the class and listen to them.
- Play the CD. The pupils draw in the correct arrows.

Answers: 1  2  3 
4  5  6 

Activity 4

Work with a partner. Imagine an adventure activity weekend. Write questions and answers.

- The pupils write questions and answers in pairs.

Answers: 1 What did you do? 2 Where did you go? 3 Why did you go? 4 When did you do? 5 Who did you go with? 6 How did you go there? 7 How long did you go for?

Odd one out activity

Which is the odd one out? Why?

Answers: rocks (It isn't a vehicle.)

Ending the lesson

Review the lesson and reflect on learning.

- Say **Today we've learnt how to ask questions in the past and we've practised our pronunciation.**
- Ask **Which was your favourite activity today? Which activity was easy / difficult?**

Extra activity

Extension

- In pairs, ask the pupils to write three quiz questions about the past, and then have a class quiz.

Key Competences and Key Learning Outcomes

- Identify and say the names of objects in a survival kit
- Listen for specific information
- Practise activity types found in the Cambridge Exams: A2 Key for Schools
- Do a communication task

Key language

- binoculars, camping stove, insect repellent, matches, rope, saucepan, sleeping bag, sun cream, walking boots, wildlife guidebooks*
- Where did (Molly) go? She went to Whispering Woods. When did (Patrick) go? What did (Leah) take?*
- Extension:** *alarm, clock, water bottle, waterproof jacket, waterproof trousers*

Materials

- Pupil's Book p23; Activity Book pp20; Class CD1; Teacher's App on Navio; Teacher's Resource Bank: Unit 2
- Outdoor activities and equipment flashcards

Optional materials

- Teacher's Resource Bank: Trinity Exams Practice cards (selected from the Starter Unit and Unit 1)
- Pictures of remote but exciting places

At a Glance Lesson Plan

Pupil's Book

Activity Book

Starting the lesson

- Use the Trinity Exams Practice cards (optional).
- Review outdoor activities and equipment.
- Set learning objectives.

Activity 1

- What's a survival kit?
- Look and match.
- Listen, check and repeat.
- ▶ CD1 Track 29 p279

Activity 2

- Where do you think the children decide to go camping?
- Listen and say.
- ▶ CD1 Track 30 p279

Lesson 5 Vocabulary, Listening and Speaking 2

1 What's a survival kit? Look and match. Listen, check and repeat.

binoculars camping stove insect repellent matches saucepan
rope sleeping bag sun cream walking boots wildlife guidebooks

My survival kit

Listening tip! Listen for the general idea first. You don't need to understand every word.

2 Where do you think the children decide to go camping? Listen and say.

Whispering Woods Mighty Mountain Lonely Island

3 Listen to the rest of the conversation. What did they take with them?

4 Communicate Ask and answer to complete the information. Which is the best trip?

Where did Molly go? She went to Whispering Woods.
When did Patrick go? He went ...
What did Leah take? She took ...

Teacher's Resource Bank: Unit 2

Key learning outcomes: Identify and say the names of objects in a survival kit. Listen for specific information
Vocabulary: survival kit equipment.

Activity 3

- Listen to the rest of the conversation.
- ▶ CD1 Track 31 p279
- What did they take with them?

Activity 4

- Ask and answer to complete the information (Teacher's Resource Bank: Unit 2).
- Which is the best trip?
- ➔ Go to the Activity Book.

Ending the lesson

- Review the lesson and reflect on learning.

Extra activities

Reinforcement

- Create a collage of objects you should take with you on a trip.

Vocabulary extension

- Present four additional vocabulary items.

Digital resources

Teacher's Digital: You can also teach this lesson using the Teacher's App on Navio.

Pupil's Digital: Encourage your pupils to use the Pupil's App on Navio to practise the activities from this lesson.



2 Lesson 5 Vocabulary, Reading and Writing

1 Look and write.

1 Jack took _____ and _____
2 Ballo took _____ and _____
3 Tom took _____ and _____

2 Read and complete. Write one word each time.

Hi, I'm Joe. Last week, my class went on an activity camp.
(1) _____ for three days. It (2) _____ fantastic.
We slept in a (3) _____ every night. On the first day
we went canoeing on the (4) _____ then we used our
camping (5) _____ to make dinner. On the
(6) _____ day we went mountain biking. We cycled
about 20 kilometres. (7) _____ very tired at the end
of the day. The third day was (8) _____ best. We
(9) _____ hiking. We had to use a (10) _____
and compass to find our way.

Day 1 Day 2 Day 3

3 Read and learn.

Word building
There are some words that you spell the same way but have different meanings.
He used a match to start the fire.
The football match started at three o'clock.

4 Complete the sentences. Use each word twice.
right watch glasses light
1 James Bond looked at his _____ It was half past three.
2 Let's have something to drink. The _____ are in the cupboard.
3 My cat is very _____ It's easy to pick her up.
4 Go to the end of the road and the park is on the _____
5 I can't see very well without my _____
6 Look! In my test I got all the questions _____
7 Let's _____ a DVD this afternoon.
8 It's very dark in here. Can you turn on the _____?

Which is the odd one out? Why? saucepan / camping stove / walking boots / matches

Activity Book

Activity 1

- Look and write.

Activity 2

- Read and complete. Write one word each time.

Activity 3

- Read and learn.

Activity 4

- Complete the sentences. Use each word twice.

Odd one out activity

- Which is the odd one out? Why?

Detailed Lesson Plan

Starting the lesson

Use the Trinity Exams Practice cards (optional).

- The pupils practise asking and answering questions.

Review outdoor activities and equipment.

- Play the *Chain game* (see p27) with the outdoor activities and equipment flashcards.

Set learning objectives.

- Say **Today we're going to learn some words for objects you can take on a camping trip and we're going to do a communication task too.**

Pupil's Book Activity 1

What's a survival kit? Look and match. Listen, check and repeat.

► CD1 Track 29 p279

- Ask the pupils if they can guess what a survival kit is. Ask **When do people need a survival kit?**
- Ask the pupils to name as many objects as possible in the picture.
- Organise the class into pairs. Ask them to match the words in the box to the items.
- Play the CD. The pupils listen and check.
- Play the CD again, pausing after each word for the pupils to repeat.

Pupil's Book Activity 2

Where do you think the children decide to go camping? Listen and say.

► CD1 Track 30 p279

- Focus the class on the three pictures. Ask the pupils to describe each one.
- Ask the pupils to vote for where they think the children have decided to go camping. Say **Let's see who is right.**
- Play the CD. The pupils listen and note down which place the children decide to go to. (*Whispering Woods.*)

Pupil's Book Activity 3

Listen to the rest of the conversation. What did they take with them?

► CD1 Track 31 p279

- Say **The children have a tent, sleeping bags, a rucksack and some food.**
- Ask the pupils to listen and write down the objects that the children decide to bring with them. (*Insect repellent, torch, map, compass, sun cream, binoculars, wildlife guidebook.*)
- Play the CD. Play it again if necessary.

Pupil's Book Activity 4

Ask and answer to complete the information (Teacher's Resource Bank: Unit 2). Which is the best trip?

- Invite two pupils to read out the speech bubbles.
- Organise the class into pairs (A and B). Give Pupils A the first worksheet from Teacher's Resource Bank Unit 2 and give Pupils B the other worksheet.
- Ask a confident pair to demonstrate the activity. Then ask the pupils to do the activity in their pairs.

Activity Book

Activity 1

Look and write.

- The pupils complete the sentences.

Answers: 1 a rope, a wildlife guidebook, sun cream
2 a camping stove, matches, a saucepan 3 a sleeping bag, insect repellent, a torch

Activity 2

Read and complete. Write one word each time.

- Focus the pupils on the picture. Ask them to describe what they can see. Then read out the text as a class. Check comprehension by asking questions.
- Complete the first two sentences as a class.
- The pupils complete the remaining sentences.

Answers: 1 for 2 was 3 tent 4 river 5 stove 6 second
7 was 8 the 9 went 10 map

Activity 3

Read and learn.

- Read the information as a class. Encourage the pupils to think of other examples.

Activity 4

Complete the sentences. Use each word twice.

- The pupils work on their own or in pairs to complete the sentences.

Answers: 1 watch 2 glasses 3 light 4 right 5 glasses
6 right 7 watch 8 light

Odd one out activity

Which is the odd one out? Why?

- The pupils complete the odd one out activity.

Answers: walking boots (You don't use them to cook.)

Ending the lesson

Review the lesson and reflect on learning.

- Say **Today we've learnt some new objects to take on a camping trip and we've played a communication game.**
- Ask **Which was your favourite activity today? Which activity was easy / difficult?**

Extra activity

Reinforcement

- Show photos of different kinds of places to visit. Ask the pupils to describe the place and then to say which items they would take with them on a trip to this place.
- Put the pupils in groups of three. Ask them to decide on five items that they would take with them.
- Make a collage with the pupils writing descriptions of the places and the survival kit that they would take with them.

Vocabulary extension

- Present four additional words: *alarm clock, water bottle, waterproof jacket, waterproof trousers.*
- Use the Vocabulary booster on NAVIO to practise these new words.

Key Competences and Key Learning Outcomes



- Do pre-reading tasks to predict content and raise interest
- Read a blog post for general understanding
- Scan a blog post for specific information



- Discuss blogs



- Read and understand a travel blog
- Give an opinion on the text

Key language

- *beach, bike rack, blog, campsite, cereal, cliff, coast, cow, cycle, duck, fried eggs, goat, got dressed, halfway, helicopter, hot dog, laptop, put up a tent, ready to go, rescue, rope, safe, sheep, sleeping bags, stuck, tired, toast*
- *My name's Kieron. Welcome to my first ever blog! I'll write my blog at the end of every day.*

Materials

- Pupil's Book p24; Activity Book p21; Class CD1; Teacher's App on Navio
- Examples of online blogs

Optional materials

- Teacher's Resource Bank: Trinity Exams Practice cards (selected from the Starter Unit and Unit 1)

At a Glance Lesson Plan

Pupil's Book

Activity Book

Starting the lesson

- Use the Trinity Exams Practice cards (optional).
- Review objects in a survival kit.
- Set learning objectives.

Activity 1:
Before you read

- Read and discuss.

Activity 2

- Read these sentences.
- Then read the travel blog quickly and say if each thing happened on Day 1 or Day 2.
- Read again and check.

2 Lesson 6 Reading

Before you read

1 Read and discuss.

- What's a blog? • Do you know anyone who writes a blog? • What's a travel blog?

2 Read the sentences. Then read the travel blog quickly and say if each thing happened on Day 1 or Day 2. Read again and check.

- 1 Kieron saw a helicopter.
- 2 Kieron saw cows and ducks.
- 3 Kieron ate fried eggs.
- 4 Kieron helped put up the tent.

Reading tip! Look at the pictures before you read. They will help you understand the text.

A family and five bikes: our mountain biking holiday

A travel blog by Kieron Hale

My name's Kieron. Welcome to my first ever blog! I'm so excited because tomorrow we're going to go on a mountain biking holiday in Wales for five days. I'll write my blog at the end of every day.

Day 1: Our first day

Mum woke us up at six o'clock this morning. It was still dark. We got dressed and had breakfast. Meanwhile, Dad put the bikes on the bike rack on top of the car. Soon, we were ready to go.

After about two hours, we arrived at the campsite. First, we put up the tent. We've got a big blue tent with three bedrooms. After that, we went to see the cows, sheep, goats and ducks. Mum made some hot dogs for dinner and then we got into our sleeping bags. I'm using my mum's laptop to write this blog, but I'm really tired now. Our first bike ride is tomorrow. Goodnight!

Day 2: Cliff-top rescue!

Wow! What a day! In the morning, we had a big breakfast. I had cereal, fried eggs and toast. Yum! After breakfast, Dad, Lily and I decided to cycle along the coast. After about 45 minutes, we arrived at the top of a cliff. We could see down to the beach on both sides. It was like we were on top of the world! Suddenly, we saw a helicopter coming towards the cliff. Then we saw a man halfway down the cliff. Oh no! He was stuck. A man from the rescue team came down from the helicopter on a rope. We waited nervously. We didn't know what was going to happen. After a while, the rope pulled the man back up to the helicopter. It was amazing! He was safe. Then we got back on our bikes. Half an hour later, we were back at the campsite. We told Mum and Alice all about the rescue.

This is me and my family! I've got an older sister called Lily and a younger sister called Alice.

This is our tent.

This helicopter rescued the man who was stuck on the cliff.

After you read

3 What do you think?

- What was the best part of Kieron's trip in the first two days? Why?
- Is it a good idea to keep a travel blog? Why?

Go to page 21 in your Activity Book.

24

Key learning objectives: R327: a blog post for general understanding; R328: a blog post for specific information; D10: discuss blogs

Activity 3: After you read

- What do you think?
- Go to the Activity Book.

Ending the lesson

- Review the lesson and reflect on learning.

Extra activity

- Reinforcement
- Imagine you are Kieron's mother and write questions about Day 2.

Digital resources

Teacher's Digital: You can also teach this lesson using the Teacher's App on Navio.

Pupil's Digital: Encourage your pupils to use the Pupil's App on Navio to practise the activities from this lesson.



Lesson 6 Reading 2

After you read!

1 Read the sentences and write *true* or *false*.

- 1 Kieron is going to write his blog every morning.
- 2 There are five people in Kieron's family.
- 3 Their journey to the campsite was about two hours.
- 4 On Day 2, the cycle ride was very flat.
- 5 There was a man stuck at the top of the cliff.
- 6 Alice didn't see the rescue.

2 Read the definitions and find the words in the texts.

- 1 This is a place where people put up tents and camp. *campsite*
- 2 This is a metal structure on a car that people use to carry bikes.
- 3 This is a kind of food. It's a sausage in a bread roll.
- 4 This is a high part of land by the sea.
- 5 This word describes someone who can't move.

3 Listen and complete the newspaper article about the rescue.

A LUCKY ESCAPE

In Aberystwyth in Wales, Kieron (1) _____ a (2) _____ year-old man from Liverpool got stuck halfway up a cliff. He couldn't climb up or down. He had his mobile phone with him and he phoned his (3) _____ Gary. A rescue (4) _____ came to pull him to safety.

Mr Brown said, "It wasn't a very (5) _____ thing to do. A big 'thank you' to the helicopter rescue team. They were (6) _____ I'm going to stay on the (7) _____ tomorrow."

4 **Speak and listen** Work with a partner. Imagine the phone conversation between Kevin Brown and his brother, Gary. Write.

Gary: _____

Kieron: _____

Gary: _____

Kieron: _____

Gary: _____

Kieron: _____

Which is the odd one out? Why? cows / elephants / goats / ducks

Activity Book: After you read

Activity 1

- Read the sentences and write *true* or *false*.

Activity 2

- Read the definitions and find the words in the texts.

Activity 3

- Listen and complete the newspaper article about the rescue.

▶ CD1 Track 32 p279

Activity 4

- Work with a partner. Imagine the phone conversation between Kevin Brown and his brother, Gary. Write.

Odd one out activity

- Which is the odd one out? Why?

Detailed Lesson Plan

Starting the lesson

Use the Trinity Exams Practice cards (optional).

- The pupils practise asking and answering questions.

Review objects in a survival kit.

- Review objects in a survival kit by playing a guessing game.
- Invite a pupil to think of an object from the previous lesson and then ask yes/no questions. Ask **Is it electrical? Is it in a bottle?** After three questions you have to try and guess the object. Repeat the game with another pupil thinking of an object and pupils asking the questions.

Set learning objectives.

- Say **Today we're going to read a travel blog about a boy's mountain biking holiday.**

Pupil's Book Activity 1: Before you read

Read and discuss.

- Read the questions as a class. Prompt the pupils to answer in as much detail as possible. Explain that a blog is similar to a diary that is kept on the Internet. Show the pupils some examples.

Pupil's Book Activity 2

Read the sentences. Then read the travel blog quickly and say if each thing happened on Day 1 or Day 2. Read again and check.

- Look at the photos. Ask **Who is going on the trip? Where are they sleeping? What's in the third photo?**
- Ask a pupil to read the four sentences. Explain that the pupils shouldn't read the blog in detail. They have to skim read the text. Say **You have one minute to find which things Kieron did on Day 1 and which things he did on Day 2.**
- The pupils do the task.
- The pupils read the text again as a class or in pairs to see if their answers are correct.

Answers: 1 Day 2 2 Day 1 3 Day 2 4 Day 1

Pupil's Book Activity 3: After you read

What do you think?

- Read the questions as a class. Prompt the pupils to give their views. Find out how many people would like to keep a blog and why.

Activity Book: After you read

Activity 1

Read the sentences and write true or false.

- The pupils work on their own or in pairs to read each sentence and decide if it's true or false. The pupils should refer back to the text in the Pupil's Book when necessary.

Answers: 1 false 2 true 3 true 4 false 5 false 6 true

Activity 2

Read the definitions and find the words in the text.

- The pupils, on their own or in pairs, read the definitions and write the words. They should refer back to the text in the Pupil's Book when necessary.

Answers: 1 a campsite 2 bike rack 3 hot dog 4 cliff
5 stuck

Activity 3

Listen and complete the newspaper article about the rescue.

► CD1 Track 32 p279

- Read out the article, pausing at the spaces to allow the pupils to predict what the missing words could be.
- Play the CD. The pupils listen and follow the information in their books.
- Play the CD again, pausing after each piece of key information. The pupils should write the missing information each time.

Answers: 1 Brown 2 30 3 brother 4 helicopter 5 clever
6 fantastic 7 beach

Activity 4

Work with a friend. Imagine the phone conversation between Kevin Brown and his brother, Gary. Write.

- The pupils think about the phone conversation between Kevin and his brother. Together with the class, think of some things that Kevin could say first of all. (*Hi Gary. I need some help.*)
- In pairs, the pupils complete the dialogue. Ask some pairs to read their dialogue out to the class.

Odd one out activity

Which is the odd one out? Why?

- The pupils complete the odd one out activity.

Answers: elephants (They're wild animals.)

Ending the lesson

Review the lesson and reflect on learning.

- Say **Today we've read a travel blog about a trip to Wales.**
- Ask **Which was your favourite activity today? Which activity was easy / difficult?**

Extra activity

Reinforcement

- Ask the pupils to imagine they are Kieron's mother when Kieron comes back to the tent on Day 2. Kieron says *We saw a man rescued by a helicopter!* The pupils individually or in pairs write questions she asks him about the things he saw, e.g. *How old was the man?*
- The pupils could then ask and answer the questions in pairs in front of the class.

Key Competences and Key Learning Outcomes

- Identify time connectives
- Identify the order of events in a chronological account
- Plan a blog entry about a trip
- Use criteria to check your writing
- Share your writing with another pupil
- Write a blog post

Key language

- after an hour, after breakfast / dinner, at 11 o'clock, at first, at last, finally, first of all, meanwhile, one hour later, straightaway, soon, suddenly, then; clouds, lightning, muddy, rain, shower, sunny, timeline, thunder, wet;
- We couldn't see very well. He put on some sun cream.

Materials

- Pupil's Book p25; Activity Book p22; Teacher's App on Navio

Optional materials

- Teacher's Resource Bank: Trinity Exams Practice cards (selected from the Starter Unit and Unit 1)

At a Glance Lesson Plan

Pupil's Book

Activity Book

Starting the lesson

- Use the Trinity Exams Practice cards (optional).
- Review past simple verbs.
- Set learning objectives.

Activity 1: Investigate a text

- Read the information.
- Guess the next three stages of the timeline.

Activity 2

- Read Day 3 of the travel blog to find out if you guessed correctly.

Activity 3: Discuss a text

- Read Day 3 of the travel blog again.
- Answer the questions.

Text type: a travel blog

Lesson 7 Writing 2

Investigate a text

1 Read the information. Guess the next three stages of the timeline.

It's a good idea to make a timeline before you write a travel blog. Look at the first part of Kieron's timeline for Day 3 of his holiday. What do you think happens next?

1 We had breakfast. 2 We cycled along the river. 3 At first it was sunny. 4 ? 5 ? 6 ?

2 Read Day 3 of the travel blog to find out if you guessed correctly.

Day 3: A mud bath!

Today, we weren't very lucky with the weather. After breakfast, we started to cycle along the river. At first, it was sunny. We put on some sun cream. But soon the weather changed! After an hour, dark clouds appeared in the sky and we heard thunder and saw lightning. It rained and rained. We walked under some low trees. At last, the thunder and lightning stopped and we continued to cycle in the rain. It was really wet and muddy. We cycled very slowly because we couldn't see very well. One hour later, we arrived at the campsite. I had a warm shower straightaway because I had mud all over me. After dinner, we had a big cup of hot chocolate to warm us up! Then, we got into our warm sleeping bags.

3 Discuss a text

3 Read Day 3 of the travel blog again. Answer the questions.

1 What's the title of the blog entry? Is it a good title? 3 What tense does Kieron use?

2 What information is in the first sentence? Is it a good introduction? 4 Is Kieron clear about the order in which he did things?

Writing skills: Time connectives

When we're describing things that happen, it's important that we explain when they happen and in what order. Look at the underlined words in the blog entry for Day 3. These are called time connectives. They often go at the beginning of a sentence.

first of all finally at 11 o'clock meanwhile suddenly after a while

4 Read Days 1 and 2 of Kieron's blog again. Find examples of time connectives.

5 Plan and write a travel blog on page 22 in your Activity Book.

Key learning outcomes: identify the order of events in a chronological account; identify time connectives; write a blog post.

Writing skills

- Read about using time connectives.

Activity 4

- Read Days 1 and 2 of Kieron's blog again.
- Find examples of time connectives.
- Go to the Activity Book.

Ending the lesson

- Review the lesson and reflect on learning.

Extra activity

- Reinforcement
- Write a timeline for your friend's travel blog.

Digital resources

Teacher's Digital: You can also teach this lesson using the Teacher's App on Navio.

Pupil's Digital: Encourage your pupils to use the Pupil's App on Navio to practise the activities from this lesson.



Lesson 7 Writing

Develop your writing skills

1 Complete the blog. Use the time connectives.

First at 2 o'clock At last After breakfast Then Ten minutes later Suddenly

I woke up 1 _____ at 7 o'clock and got dressed and had breakfast. 2 _____ I brushed my teeth and walked to school with my little brother, Lewis. I saw my friend Sam and ran to her to say hello. We started talking. 3 _____ I turned round. I couldn't see Lewis. Where was he? I started to look for him. 4 _____ I went into the canteen. But they didn't know where he was. 5 _____ I asked some people at the bus stop. They didn't know where he was either. I was a bit worried. Where was he? 6 _____ I saw Lewis. He loves animals. He was in front of the pet shop of course! After that I decided to hold Lewis's hand. 7 _____ we were at school.

Plan your writing

2 Cooperative learning Work with a partner. Plan a travel blog about a trip. Fill in the times and make notes.

Day	am	pm
Day 1		
Day 2		
Day 3		

3 Now write your travel blog in your notebook. Remember to start with the title and a sentence as an introduction.

4 Learning to learn Read your travel blog to a new partner. Then check your work together. Put a tick (✓) or a cross (✗).

My travel blog has got an exciting title.

My travel blog has got a sentence as an introduction.

My travel blog has a clear chronological order.

My travel blog is interesting.

My travel blog uses time connectives to help say when things happen.

Which is the odd one out? Why? breakfast / suddenly / soon / finally

Activity Book

Activity 1: Develop your writing skills

- Complete the blog. Use the time connectives.

- Activity 2: Plan your writing
- Work with a partner. Plan a travel blog about a trip. Fill in the times and make notes.

Activity 3

- Now write your travel blog in your notebook. Remember

to start with the title and a sentence as an introduction.

Activity 4

- Read your travel blog to a new partner. Then check your work together. Put a tick (✓) or a cross (✗).

Odd one out activity

- Which is the odd one out? Why?

Detailed Lesson Plan

Starting the lesson

Use the Trinity Exams Practice cards (optional).

- The pupils practise asking and answering questions.

Review past simple verbs.

- Review some past simple verbs that will be used in the lesson. Write these verbs on the board: *start, put on, change, appear, hear, see, wait, stop, continue, have.*
- Ask the pupils to write the ten verbs in the past simple tense. Ask if they think the verbs are regular or irregular.

Set learning objectives.

- Say **Today we're going to write a travel blog and we're going to use a timeline.**

Pupil's Book Activity 1: Investigate a text

Read the information. Guess the next three stages of the timeline.

- Introduce the idea of a timeline by writing four sentences on the board: *I went to the shops. I got dressed. I got up. I bought some bread.* Ask the pupils to put the sentences in order. Then rewrite the sentences with arrows between them. Say **This is a timeline. It shows the order that things happen.**
- Read the three sentences of the timeline in Activity 1. Ask the pupils to think about what happened next and write down some ideas.

Pupil's Book Activity 2

Read Day 3 of the travel blog to find out if you guessed correctly.

- Read the text as a class.
- Check to see if anyone predicted correctly.
- Check understanding of the text by asking questions. Ask **What did they do when it was sunny? What did they do when there was thunder and lightning? What was the first thing Kieron did when he arrived at the campsite? What did they do after dinner?**

Pupil's Book Activity 3: Discuss a text

Read Day 3 of the travel blog again. Answer the questions.

- Read and discuss the questions as a class. Highlight that using an introductory sentence is a good way to start a blog entry.

Writing skills

Read the information.

- Give some example sentences with the time connectives. Then ask the pupils to give some too. You may need to explain 'meanwhile'. It means 'at the same time'.

Pupil's Book Activity 4

Read Days 1 and 2 of Kieron's blog again. Find examples of time connectives.

- Ask the pupils to look at Kieron's blog and find more examples of time connectives.

Activity Book

Activity 1: Develop your writing skills

Complete the blog. Use the time connectives.

- The pupils work on their own or in pairs to complete the blog using the time connectives from the box.

Answers: 1 at 7 o'clock 2 After breakfast 3 Suddenly
4 First 5 Then 6 At last 7 Ten minutes later

Activity 2: Plan your writing

Work with a partner. Plan a travel blog entry about a trip. Fill in the times and make notes.

- Remind the pupils about how a timeline works. They have to write notes about a trip. This can be a trip they have been on or one that they are imagining. You can give an example: **got on train / stopped for lunch.**
- Organise the class into Writing Partners. The pupils complete the timeline.

Activity 3

Now write your travel blog in your notebook. Remember to start with the title and a sentence as an introduction.

- The pupils work with a Writing Partner to write their travel blog in their notebooks. Remind the class to write a title at the top of the page and then begin with an introductory sentence. The rest of the blog should follow the order of the timeline.

Activity 4

Read your travel blog to a new partner. Then check your work together. Put a tick (✓) or a cross (X).

- Read through the statements as a class.
- Organise the class into new Writing Partners. One pupil reads aloud their text to their partner. The other pupil listens. The pupils work together to decide if the text fulfils the criteria and tick the corresponding boxes. The pupils can add, improve or correct the text at this stage.
- The pupils swap roles.

Odd one out activity

Which is the odd one out? Why?

- The pupils complete the odd one out activity.

Answers: breakfast (It isn't a time connective.)

Ending the lesson

Review the lesson and reflect on learning.




- Say **Today we've written a travel blog entry about a trip and learnt to use time connectives.**
- Ask **Which was your favourite activity today? Which activity was easy / difficult?**

Extra activity

Reinforcement

- Ask the pupils to read another pupil's travel blog and try to guess the timeline that they had for their plan. They should write it in note form.
- The pupils compare their guess with the timeline that was used.

Key Competences and Key Learning Outcomes

-  Listen to and have a conversation about your favourite place to visit
-  Listen to a text for general understanding
- Prepare a presentation
- Review learning and reflect on progress in the unit
-  Write questions with a partner

Key language

- beach, boat trip, cafe, caravan, cliffs, coast, hotel, surfing, swimming*
- Where is it? When did you last go there? What can you eat there?*

Materials

- Pupil's Book p26; Activity Book p23 and 24; Class CD1; Teacher's App on Navio

Optional materials

- Teacher's Resource Bank: Trinity Exams Practice cards (selected from the Starter Unit and Unit 1)

At a Glance Lesson Plan

Pupil's Book

Activity Book

Starting the lesson

- Use the Trinity Exams Practice cards (optional).
- Review outdoor activities.
- Set learning objectives.

Activity 1

- Describe the photos.
- What's Mike's favourite place to visit?

Activity 2

- Listen to the conversation.
- ▶ **CD1 Track 33 p279**
- What does Mike like doing there?

Activity 3

- Listen again.
- ▶ **CD1 Track 33 p279**
- Complete five questions that Hannah asks.

2 Lesson 8 Speaking and Self-evaluation

1 Describe the photos. What's Mike's favourite place to visit?

2 Listen to the conversation. What does Mike like doing there?

3 Listen again. Complete five questions that Hannah asks.

4 Prepare a conversation about your favourite place to visit on page 23 in your Activity Book.

5 Reflect on the unit. Read and think about your learning. What can you do now?

26 Key learning outcomes: listen to and have a conversation about your favourite place to visit; review learning and reflect on progress in the unit.

Conversation time
Remember to use the right tense. Then the other person will understand your questions.

Where do you stay?
What did you do there?

Hi, Danielle. Thanks for all the information about adventure activities and holidays. It was really interesting.
Maybe we can go on an adventure holiday together one day!

I can describe events in the past and ask questions about them.

I can find France on a map and talk about prehistoric cave paintings.

I can read and write a travel blog.

I can have a conversation about my favourite place to visit.

▶ Do the Unit Review on page 24 in your Activity Book.

Activity 4

- Prepare a conversation about your favourite place to visit on page 23 in your Activity book.
- ▶ Go to page 23 in the Activity Book.

Activity 5

- Read and think about your learning. What can you do now?
- ▶ Go to page 24 in the Activity Book.


Ending the lesson

- Review the lesson and reflect on learning.

Extra activity

- Play a guessing game about a place in your country.


Lesson 8 Speaking and Self-evaluation 2

1 Complete the conversation. Be careful to use the correct tense. Act out. 

Where's your favourite place to visit?
 When _____ last go there?
 What _____ do there?

Hannah from Holiday Park:
 We stay in our tent.
 We went there last summer.
 We went walking in the mountains and swimming in the sea.

Prepare a conversation


2  **Thinking Skills** Make notes about your favourite place to visit.


When I went _____ Where it is _____ Why _____
 What you can eat _____ My favourite place to visit _____

3 Write questions to ask your partner.

1 What's your favourite place to visit?
 2 _____
 3 _____
 4 _____
 5 _____
 6 _____

Have a conversation

4 Talk with a partner about your favourite place to visit. 

5  **Checklist on the unit** Read and complete the checklist.

My progress
 I think that my work in Unit 2 is _____
 I can also _____
 In the next unit I want to practise _____

Which is the odd one out? Why? caravan tent mountain house

26

Activity Book page 24: Review

- Work with a partner to do the quiz.

Activity Book

Activity 1

- Complete the conversation.
- Be careful to use the correct tense
- Act out.

Activity 2

- Make notes about your favourite place to visit.

Activity 3

- Write questions to ask your partner.

Activity 4

- Talk with a partner about your favourite place to visit.

Activity 5

- Read and complete the sentences.

Odd one out activity

- Which is the odd one out? Why?

Digital resources

Teacher's Digital: You can also teach this lesson using the Teacher's App on Navio.



Detailed Lesson Plan

Starting the lesson

Use the Trinity Exams Practice cards (optional).

- The pupils practise asking and answering questions.

Review outdoor equipment.

- Describe one of the outdoor equipment words, for example **We use this if we're lost**. Pupils choose and describe other words in pairs.

Set learning objectives.

- Say **Today we're going to prepare a conversation about our favourite place to visit**.

Pupil's Book Activity 1

Describe the clothes. What's Mike's favourite place to visit?

- Ask different pupils to describe the photos. Explain that they are all different things that you can find in Mike's favourite place. Ask pupils what sort of place it is.

Pupil's Book Activity 2

Listen to the conversation. What does Mike like doing there?

► CD1 Track 33 p279

- Play the CD. As well as the activities that Mike likes, ask if pupils remember the name of the place (Land's End in Cornwall).

Answer: Mike likes walking in the cliffs, swimming and surfing in the sea, going to the café in the village and doing on a boat trip.

Pupil's Book Activity 3

Listen again. Complete five questions that Hannah asks.

► CD1 Track 33 p279

- Direct pupils to the four question prompts. Ask if they can remember the questions.
- Play the CD. Pupils check in pairs. Then play again and check as a class.

Answers: Where is it?; Where do you stay?; What can you eat there?; When did you last go there, What did you do there?

Pupil's Book Activity 4

Prepare a conversation about your favourite place to visit on page 23 in your Activity Book.

- Read the speech bubbles with the pupils. Model the phrases in the Conversation Time box and get the class to repeat.

Pupil's Book Activity 5

Read and think about your learning. What can you do now?

- Read the speech bubbles and notes with the pupils. Then look back through the unit and prompt them to identify things that they have done/learnt.

Activity Book page 24: Review

Work with a partner to do the quiz.

- Organise the class into pairs. Set a time limit for the pupils to do the quiz (10–15 minutes). Stress that the pupils are not competing with each other.
- Read out the six tasks. Check understanding. Then say **Ready, steady ... Go!**
- The pupils work in their pairs to do the quiz.
- Correct the answers as a class.

Answers: 1 Five from; binoculars, camping stove, insect repellent, matches, rope, saucepan, sleeping bag, sun cream, torch, walking boots, wildlife guidebooks 2 Helmet, life jacket 3 1 saucepan 2 wetsuit 3 helmet 4 hiking 5 compass 6 matches 3 1 took 2 found 3 saw 4 didn't play 5 went 4 1 fell 2 ate 3 put up 4 helped 5 made 6 could 5 1 Where did Milly go? 2 When did Milly go? 3 How did Milly go? 4 What did Milly see? 6 rucksack, something you wear on your back to carry things

Activity Book

Activity 1

Complete the conversation. Be careful to use the correct tense. Act out.

- Demonstrate the dialogue with a pupil. Ask him/her the questions. Then pupils perform the dialogue in pairs.

Activity 2

Make notes about your favourite place to visit.

- Tell pupils about your favourite place to visit. Then pupils complete the boxes with their own information.

Activity 3

Write questions to ask your partner.

- Direct pupils to the six headings in Activity 2 and explain that they need to form questions about them. Then pupils complete the questions alone. Check as a class.

Answers: 1 What's your favourite place to visit? 2 When did you go there? 3 Where is it? 4 What can you do (there)? 5 Who did you go with? 6 What did you do (there)?

Activity 4

Talk with a partner about your favourite place to visit.

- In pairs, pupils ask and answer the questions from Activity 3.
- Invite one or two pairs to perform their conversations for the class.

Activity 5

Read and complete the sentences.

- Pupils to review their work in the unit.

Odd one out activity

Which is the odd one out? Why?

Answer: mountain (You can't sleep in it.)

Ending the lesson

Review the lesson and reflect on learning.

- Say **Today we've learnt how to have a conversation about our favourite place to visit**.
- Ask **Which was your favourite activity today? Which activity was easy / difficult?**

Key Competences and Key Learning Outcomes

- Watch and understand a video about adventurous sports
- Learn about safety equipment when doing dangerous activities

Key language

- *adventurous, icy, paragliding, race, rocks, scary, skiing, snowboarding, tighrope walking*
- *Where did she live? Why was he famous? When were they born?*

Materials

- Pupil's Book p27; Activity Book p25; Class CD1; Teacher's App on Navio
- Teacher's Resource Bank: Talk cards

Optional materials

- Teacher's Resource Bank: Trinity Exams Practice cards (selected from the Starter Unit and Unit 1)

At a Glance Lesson Plan

Pupil's Book

Starting the lesson

- Use the Trinity Exams Practice cards (optional).
- **Think-Pair-Share** Review outdoor activities vocabulary.
- Set learning objectives and use the talk cards.

Activity 1

- Before you watch
- Watch the video.
- ▶ **Unit 2 video p300**
- Read and answer the questions.

Activity 2

- Match the words to the pictures.
- Then watch the video again.
- ▶ **Unit 2 video**
- Which activities does Max mention?






Video and 21st Century Skills 2

21 CHANNEL reports

Welcome to Channel 21! This programme is about adventurous sports. Would you like to do an adventurous sport?

- 1 Watch the video. Read and answer the questions.
 - 1 What are the people in the whitewater raft wearing on their heads?
 - 2 Are the snowboarders wearing lifejackets?
 - 3 Do people do paragliding in the air, in the water or in the snow?
 - 4 Is the tighrope walker wearing shoes?
 - 5 Who was Charles Blondin?
- 2 Match the words to the pictures. Then watch the video again. Which activities does Max mention?

whitewater rafting snowboarding kayaking paragliding skiing

a  b  c  d  e 
- 3 Read, think and answer.

Researching a topic online

What...? When...? How...? Why...?

There is a lot of information on the Internet! Before you do your research, think about what you want to find out. Can you think of any more question words?

What...? When...? How...? Why...?
- 4 Work with a partner. Imagine you are doing research on a famous person in the past. Complete the questions below and decide which websites would be useful.

... did they do? ... did they live? ... did they do it? ... were they famous? ... were they born? ... was their most famous achievement?

Key learning outcomes: watch and understand a video about adventurous sports. Digital skills: researching a topic online.

Activity 3

- Read, think and answer.

Activity 4

- Work with a partner.
- Imagine you are doing research on a famous person in the past.
- Complete the questions below and decide which websites would be useful.
- ➔ Go to the Activity Book

Ending the lesson

- Review the lesson and reflect on learning.

Extra activity

- Play a mime game to revise outdoor activities vocabulary.





Activity Book




Video and 21st Century Skills 2

Researching a topic online

- 1 Listen and complete the research questions that Amy writes.

1. Where was he born?	from what where he
2. _____	he do what did
3. _____	if he do where did
4. _____	he if do when did first
5. _____	watch people him did many
6. _____	he fall over did
- 2 Listen again. Tick (✓) the pictures that are correct about Charles Blondin.

   
- 3 **Group work** Work with a partner. Choose an adventurous person from the past to research and write some research questions.

 Amelia Earhart - an airplane pilot	 Edmund Hillary - a mountain climber	 Walter Landor - a cyclist
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1. What...? Did...? Where...? When...? How...?
- 4 Use the questions to research the person. Present your research to the class.

Amelia Earhart was an airplane pilot. She was from the USA.

Activity Book

Activity 1

- Listen and repeat the research questions that Amy writes.
- ▶ **CD1 Track 34 p279**

Activity 2

- Listen again.
- Tick (✓) the pictures that are correct about Charles Blondin.
- ▶ **CD1 Track 34 p279**

Activity 3

- Work with a partner.
- Choose an adventurous person from the past to research and write some research questions.

Activity 4

- Use the questions to research the person.
- Present your research to the class.

Digital resources

Teacher's Digital: You can also teach this lesson using the Teacher's App on Navio.


Pupil's Digital: Encourage your pupils to use the Pupil's App on Navio to practise the activities from this lesson.



Detailed Lesson Plan

Starting the lesson

Think-Pair-Share Review outdoor activities vocabulary.

- Ask **How many different clothes and clothes adjectives can you think of?** The class thinks silently for a minute.
-  Then the pupils work with a Talk Partner to name outdoor activities.
- Invite different Talk Partners to say different outdoor activities. Hold up the corresponding flashcard and prompt the class to repeat the word.
- Finally, repeat the procedure, asking different pairs of Talk Partners each time, until all the ideas have been recorded.

Set learning objectives and use the talk cards.

- Say **Today we're going to watch a video and then ask and answer questions about adventurous sports.**
- Point to the talk cards to show the pupils the different ways they will be working in the lesson.

Pupil's Book Activity 1

Before you watch

- Read the speech bubble to pupils. Ask **Would you like to do an adventurous sport?** Elicit responses from a number of pupils.

Watch the video. Read and answer the questions.

 p300

- Watch Part 1 of the video. Ask pupils **What are you going to see next?**
- Play Part 2 of the video. Direct pupils to the sentences in Activity 1, and ask **What are the people in the whitewater raft wearing on their heads?** Pupils offer ideas.
- Play the video again. Pupils answer the questions. Check answers as a group.

Answers: 1 helmets 2 No, they aren't. 3 in the air
4 No, he isn't. 5 a famous tightrope walker

Pupil's Book Activity 2

Match the words to the pictures. Then watch the video again. Which activities does Max mention?

- Ask pupils **What activities does Max mention?** Pupils offer ideas.
- Play the video. Check the answers as a class.

Answers: Max mentions whitewater rafting, skiing, snowboarding and paragliding.

Pupil's Book Activity 3

Read, think and answer.

- Read the speech bubble with the class. Ask pupils what letters question words most words in English start with (*Wh* – the only exception is *How*).
- Pupils work in pairs to think of questions beginning with the question words. They ask each other the questions.

Pupil's Book Activity 4

Work with a partner. Imagine you are doing research on a famous person in the past. Complete the questions below and decide which websites would be useful.

- Ask pupils to think of famous people in the past who they want to learn more about.
- Pupils work in pairs to complete the questions.

Answers: What did they do? Where/When did they live? Where did they do it? Why were they famous? Where/When were they born? What was their most famous achievement?

Activity Book

Activity 1

Listen and complete the research questions that Amy writes.

 CD1 Track 34 p279

- Ask pupils if they remember which famous person Amy wants to research and why he was famous (*Charles Blondin; he was a famous tightrope walker*).

- Pupils can try and order the questions before they listen.

Answers: 1 Where was he from? 2 What did he do?
3 Where did he do it? 4 When did he first do it?
5 Did many people watch him? 6 Did he ever fall?

Activity 2

Listen again. Tick (✓) the pictures that are correct about Charles Blondin.

 CD1 Track 34 p279

Answers: a, b, d

- Ask the pupils to explain why pictures c and e are incorrect. (*Picture c – He didn't cover his ears. He covered his eyes. Picture e – He never fell.*)

Activity 3

Work with a partner. Choose an adventurous person from the past to research and write some research questions.

- Pupils work together. Tell them to choose one of the people and write five questions together.

Activity 4

Use the questions to research the person. Present your research to the class.

- Remind the pupils of websites where they can research the information they need.
- Encourage pupils to look for the information on two different websites, not just one, so they can be sure that it's correct.
- Invite pairs of pupils to come to the class to talk about the person that they researched.

Ending the lesson

Review the lesson and reflect on learning.

- Say **Today we've watched a video about adventurous sports. What have we learnt about researching information online?** Elicit ideas from the pupils.

Date: _____

Unit: _____

1 What did my pupils learn in this unit?

2 How did my pupils work? (✓)

individually in pairs in small groups
 in large groups as a class

3 Which key competences did my pupils develop? Give a score from 1 to 5 (5 being the highest).Competence in linguistic communication Competence in mathematics, science and technology Digital competence Learning to learn Social and civic competences Sense of initiative and entrepreneurship Cultural awareness and expression **4 Which lessons / activities were the most successful and why?**

5 Which lessons / activities did my pupils find the most difficult and why?

6 What did I try in the classroom for the first time? How did it go?

7 Which resources did I find most useful? (including webpages)

8 What could I do differently next time I teach this unit?
